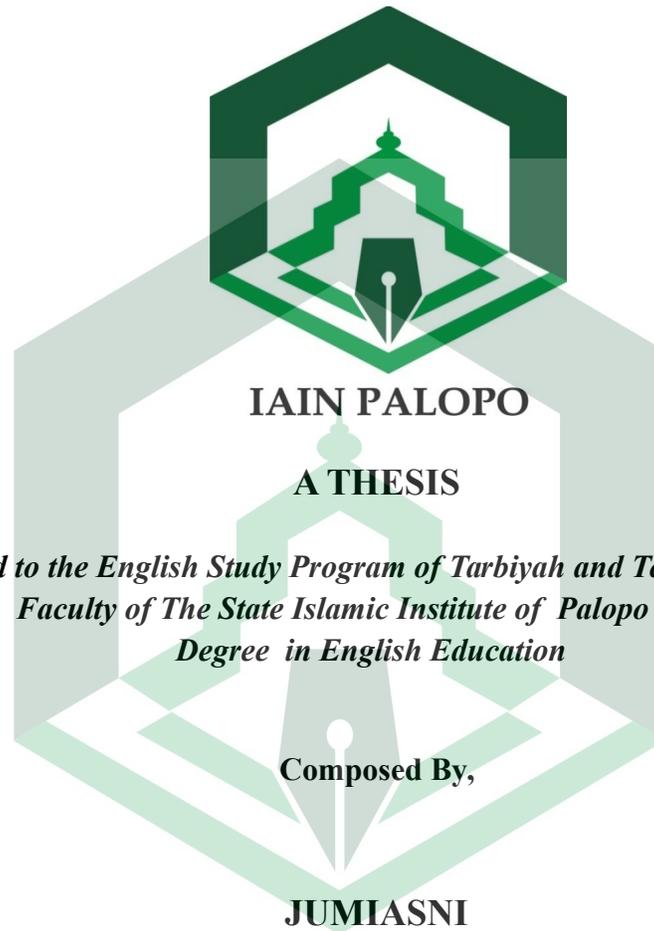


**THE EFFECTIVENESS OF USING NUMBER HEAD TOGETHER
METHOD TO IMPROVE STUDENTS' SPEAKING SKILL AT THE
TENTH CLASS STUDENTS OF SMA NEGERI 2 PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of The State Islamic Institute of Palopo S.Pd
Degree in English Education*

Composed By,

JUMIASNI

REG. NUM: 11.16.3.0007

IAIN PALOPO

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FACULTY THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
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PRONOUNCEMENT

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Palopo, February 28th 2015

Researcher

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The writer hopes this thesis can give some values to the students of SMA Negeri 2 palopo and English teachers and the readers especially improving inteaching-learning of speaking. The writer admits that this thesis is not perfect,

so that the writer will accept suggestions from the readers in order to make better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis may ALLAH SWT, bless us.

Amin.

Palopo, June 2015



The Writer

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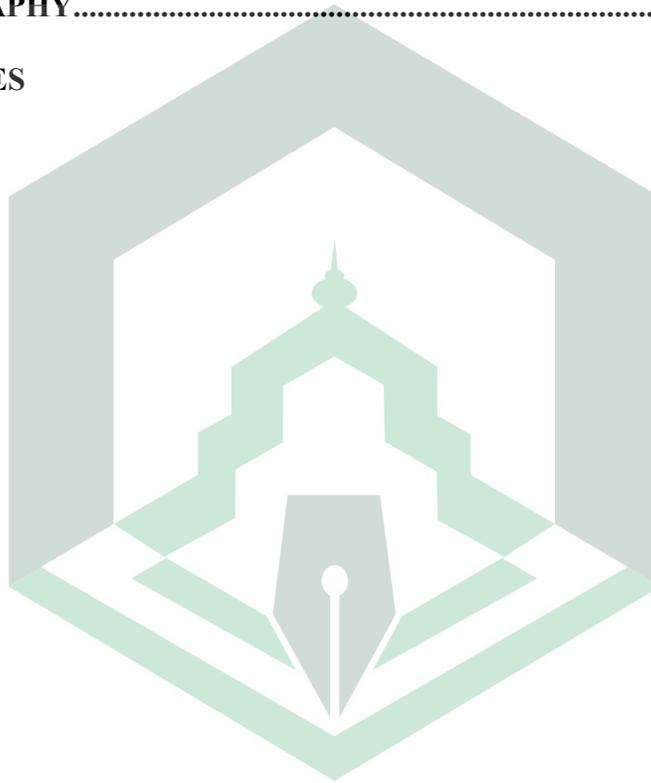
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ABSTRACT

Jumiasni, 2015, **The Effectiveness of Using Numbered Head Together (NHT) Method to Improve Speaking Skill at The tenth Class Students of SMAN.2 Palopo.** Thesis English Study Program of Tarbiyah Department of Institute for Islamic Studies (IAIN) Palopo.

Key Words: Effectiveness, Number Head Together Method, Improve Students Speaking.

This thesis focuses on the Effectiveness of using number head together method to Improve Students' Speaking Skill at the Tenth Class of SMA Negeri 2 Palopo. The problem statements of these research were "Is the number head together effective to improve students' speaking and what are the students respon when the researcher applying this method in teaching Speaking". The objectives of the research to find out whether the use of number head together method effective to improve are students' speaking skill and to find out the students' response in learning speaking using of number head together method at the tenth class students of SMA Negeri 2 Palopo.

This research applied a pre-experimental method with one group pre-test and post-test design. It was intended to express or describe systematically based on the data that had been collected from pre-experimental research. The target population of this research was all of the tenth year students at SMAN 2 Palopo, in 2014/2015 academic year.

The sample was taken from the population by using purposive sampling. This sample was taken from the lower class and the number of sample were 25 students of class X4 (10.4). The instruments of the research are speaking test and questionnaire. Speaking test was given to know the ability of students in speaking that has been given in treatment and questionnaire to know the students response.

The result of this research shows that there were significant improvements in students speaking skill at the tenth class students of SMAN. 2 Palopo after researcher conducting treatments by using Number Head Together method than before treatment. Its means that number head together gives significant improvement to students in learning speaking.

CHAPTER I

INTRODUCTION

A. Background

Sometimes language used to convey ideas, opinion, or even feeling. When people learn about language it means that they learn to communicate into target language. Learn a language especially English need more accurateness and persistence either in arranging or making sentences, translating.

Speaking is one of the central of communication¹, describe that communication can be use in each form of language, written, spoken, gesture, music, expression and artistic. However, is many easy, spoken is a language that must efficient because the possibility in misunderstanding in must few if we want to communicate with other people especially in English we have to learn the skill had name speaking skill.

The purpose of learning English is how to make the students know and understand in using English as foreign language because in globalization era, English language is very important and the students or people have to know and understand English language. And the teachers have to find the good way to make the students interest to study English and teacher as facilitator must give spirit to student in learning English.

There are four English skills to learn namely: writing, reading, listening, and speaking. These four skills are usually considered as integral system because they support each other. Speaking is one of skill that should attention by people especially for students if they will interact with other people in their surroundings.

¹ Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching; an Anthology of Current Practice*. United States Of America; Cambridge University Press, 2002, p. 210.

There are many problems when the students study English. For example when the researcher conducted observation and interview with teacher English at SMA Negeri 2 palopo. The researcher found the problem where they do not understand what their teacher said in front of the class, in fact the students feel bored when they learn English. Student also find difficulties to answer the question. Besides the students feel bored, they are also shy and afraid to speak in the class, so student in learning process was relatively ineffective and the student said learn English was not attractive.

To improve the students speaking skill the teachers have to much idea and be creative in the class. There are many ways to improve students speaking skill; one of them is using number head together method that can facilitate the students to improve their speaking skill. Number head together method can make students practice their speaking without shy and afraid anymore.

Based on the problem above the researcher interested to do research about “The Effectiveness of Using Number Head Together Method to Improve Students’ Speaking Skill At the Tenth Class Students of SMA Negeri 2 Palopo”.

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B. Problem Statement

Based on the background that has been explain above, the researcher formulates problem statement as follows :

1. Is the use of number head together method effective to improve students’ speaking at the tenth class students of SMA Negeri 2 Palopo?

2. What are the students' response when the researcher applying this method at the tenth class students of SMA Negeri 2 Palopo?

C. Objective of the Research

The objective of the research, as follows:

1. To find out whether the use of number head together method effective to improve students' speaking skill at the tenth class students of SMA Negeri 2 Palopo.
2. To find out the reponse of students in learning speaking using of number head together method at the tenth class students of SMA Negeri 2 Palopo.

D. Significances of the Research

The result of the research is expected to be useful information to the teacher, especially English teacher in order to increase the students speaking skill through Number head together Method. It is also important for the students and everyone who wants to study english.

E. Scope of the Research

This research is limited on the discussion about "effectiveness of using number head together (NHT) to improve speaking skill at the tenth class SMA Negeri 2 Palopo. " by applying the Cooperative Learning. It will be emphasized on the student can expression their unforgettable experience, terrible experience, vocation and bad experience.

F. Operational Definition

To get general understanding about the title, the researcher will explain as follows:

1. Number head together is the cooperative learning method which develop by Spencer Kagan and method learning that holds each student accountable for learning the material, student are placed in groups and each person is given a number (from one to the maximum number in each group) .
2. Speaking skill is how the student express their terrible experience, vocation, bad experience and unforgettable experience.
3. Method is a way which to achieve its intended purpose.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The researcher is going to describe the related research that has been conducted for the research as follows:

1. Vivi Anastasya, in his thesis under title using number head together technique to improve students reading comprehension at the second year Makassar. She suggest the use number head together because number head together can improve the reading student and make student interacted to learn process in reading comprehension¹.
2. Nurul Atira had conducted research about encouraging students to speak by using snowball throwing game at the second year of SMA Negeri 2 palopo². She concludes that snowball throwing effective to improve the speaking ability in English students and student give positive responds toward snowball throwing applied in learning speaking.

This research has similarities and differences from those previous researchers above. The similarity to the first study was the number head together but she used number head together method in reading skill and she was using pre-experimen method. The second study was only used speaking skill, she was using pre-experimental. Having explained about previous related research finding of

¹ Vivi Anastasya, *Using number head together (nht) technique to improve students reading comprehension at second year Makassar*. A thesis S1 Makassar (FBS UNM 2012).

² Nurul atira, *Encouranging students to speak by using snowball throwing game at second year of SMA Negeri 2 Palopo*. (A thesis: STAIN Palopo, 2014).

researchers, the researcher gave state that there were some way to improve students speaking skill. It also motivates the researcher to do research by using number head together. In my research, “ the effectiveness of using numbr head together method to improve student speaking skill of SMA 2 Palopo, the researcher would use method the way that concerns to the students and teacher in classroom.

B . The Concept of Speaking

1. Definition of Speaking

Speaking is use for many diffrent purposes, and each purpose involve diffrent skills. When we engage in discussion with, the purpose may be to seek or express opinions to persuade someone about something or to clarify information. in some situations we use speaking interaction or to get done³.

Speaking is an important skill because one of keys in English communication is speaking ability. Indonesian has to be able master English as an internasioanl language. By mastering speaking skill, they can carry out conversation with others, gives ideas and change the information with interlocutor and people are able to know the situation that happen in the world. English langunge not only taught and learned, but it is used as a habit. So, English speaking is thaugt in all upper secondary school.

Speaking is oral communication in expressing ideas or information to others. To communicate is to express a certain attitud, and the type of speech act being Express.

³ Jack C richard and Willy A. Renandya, Methodology in language Teaching . (United State of America :Cambridge University Press , 2002), p.201

For example, a statement expresses a belief, a request something, and an apology expresses regret.⁴

Speaking is not only a voice and give sound but how the others can see and understand what we want to convey or to make the people know about what we think feel and what we need.

Based on the definition above, the researcher made a conclusion that speaking is an oral communication where the other people can understand what we says or we says or we delivers, whatever that. And than the students should master speaking in English especially in daily conversation because conversation is foundation to communicate with foreingers. In speaking class, the students should be thaught how to speak.

2. Component of Speaking

The speaking divide into three main components, as foolows :

a. Accuracy

Accuary is the ability in the use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuary is achieved to some extend by allowing students to facus on the elements of phonology grammar

⁴ Risma Wardi , Teaching The Eleventh Year Students English Speaking Skill through Self Talk Strategy at SMA Negeri 4 palopo , (palopo: STAIN Palopo : 2010), p.7

and discourage in their spoken output.⁵ In testing speaking proficiency, we use some elicitation technique is the ways to get students to say something test.⁶

b. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching⁷. Speak without too great to say smoothly and effort with a fairly wide range of expression in the pas research Rasyid find that in the students speaking skill they were fairly fluent in interaction with speak of 75-89 words per minute. Fluency is a speech and language pathology term that mean the smoothness, syllables, words and phrase are joined together when speaking quickly⁸. Fluency is design to let you speak that give your feedback as to how you did what to let you speak, that give you feedback as to how you did-what to correct and how to correct it⁹.

c. Comprehensibility

⁵ H.Douglas Brown, *Teaching by principle*, new york : longman Inc,2001),P.268

⁶ Martin H. Manser, *oxford learners " pocket Dictionary*, (Oxford : Oxford University Press,1995), P.81.

⁷ Wilga M. rIver,*Teaching foreign language Skill*,(London : The University of Chicago Press, 1981),P.372

⁸ Bruce harrer. 1996 *language fluency*.([http :// www.fluentzy.com.html](http://www.fluentzy.com.html).accessed on 10 december 2014

⁹ Washington. 2000. *Automatic foreign language pronunciation training*. (<http://www.Iti.cs.cmu.edu/research/fluency/html.accessed/html>.Accessed on 10 december 2014)

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.¹⁰ In testing speaking profanely, we use some elicitation techniques.

According to Madsen elicitation technique is a way to get students to say something in speaking test. For example, through limited response, direct response, question about picture, reading- aloud, paraphrase explanation, guide role play or relaying information, visual and paraphrase technique through oral interview¹¹.

Speech is produced utterance in response to the word by word and utterance by utterance productions of the person we are talking to. Based on that point speaking involved. The act involves not only the production of sound.

3. The Problem of Speaking

Study about foreign language is too problem for beginners or learners as speaking skill. According to the Brown, the following characteristic of spoken language can make oral performance easy as well as in some difficult. These are problem in speaking¹²:

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

¹⁰ Scott Thornbury, *How to Teach Speaking*, p.6

¹¹ Harold Thornbury, *Techniques in testing*, (Ed. II; New York : Oxford University, 1983), P.162.

¹² H. Douglas Brown, *Teaching by Principles; An interactive Approach to Language Pedagogy*: (ed. II: New York: San Francisco State University, 2001), P. 270.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language learners can capitalize on this feature of spoken language.

c. Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e. Colloquial language

Make sure your students' reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributes of fluent.

g. Stress, rhythm and intonation

The most important characteristics of English pronunciation, as well be explained below. The stress time's rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component : the creativity of conversational negotiation.

Donny Bryne states that, oral communication(or speaking) is a two process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.¹³

Meanwhile, Henry G. Taringan defines that, speaking is a skill of conveying words or sound of articulation to express or delivery ideas, opinions, or feelings.

Based on the previous four definition, it can be synthesized that speaking is the process of the sharing with another persons, one`s knowledge, interest attitudes, opinion or ideas. Delivery of ideas, opinion, or feelings is some important aspects of the process of the speaking which a speaker, idea become real to him or her listeners.

Meanwhile, in the process of writing this paper, writer has found some different terms that are associated with speaking from several resources that are talk speech. Oral communication and oral language. The spoken language that is why the writer sometimes used that one five those terms when explaining speaking theory in this chapter, basically, all the terms have similar meaning with speaking.

¹³ Henry G. Taringan, *berbicara sebagai suatu keterampilan berbahasa*, (bandung : Angkasa,1981),p.15

4. Type of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance that students are expected to carry out in the classroom.

a. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating human tape recorder speech, where for example learner practice an intonation contour or try to pinpoint a certain vowel sound.

b. Responsive

A good deal of student speech in the classroom is responsive short replies a teacher or student. Initiated question or comment.

c. Interpersonal (dialogue)

Interpersonal dialogue, carry out for the purpose of maintaining social relationship than for the transmission of fact and information.

d. Extensive (monologue)

Student at intermediate to advance levels are call on to give extend monologue in the form of oral reports summaries or perhaps short speeches The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehensions as well as production.

5. The Function of Speaking

Several language expert have attempted to categorize the function of speaking in human interaction. According Brown and Yule, as quoted by Jack C. Richards, the function of speaking are classified into three ; they are talk as interaction, talk as transaction and talk a performance. Each of the speech activities is quite distinct in term of form and function and requires diffrent teaching approaches¹⁴.below are the explanations of the function

of speaking :

a. Talk as interaction

Being able to ineract in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship.

Meanwhile, talk as interaction has several main features as ollows :

- 1) Reflects role relationship
- 2) Reflects speaker`s identity
- 3) May be formal or casual
- 4) Uses conversational conventions
- 5) Reflect degrees of politeness
- 6) Employs many generic words
- 7) Uses conversational register

Some of the skill (involved in using talk as interaction) are:

- 1) Opening and closing conversation
- 2) Choosing topics
- 3) Making small-talk

14 Donny Byrne, *Teaching Oral English*(New York : logman, 1998)p.8

- 4) Recounting personal incident and experiences
- 5) Turn-taking
- 6) Using adjacency pairs
- 7) Interrupting
- 8) Reacting to others¹⁵

This can be disadvantageous for some learners where the ability to use talk as interaction can be important.

b. Talk as transaction

- 1) Explaining a need or intention
- 2) Describing something
- 3) Asking questioning
- 4) Confirming information
- 5) Justifying on opinion
- 6) Making suggestions
- 7) Clarifying understanding
- 8) Making comparisons

Compared with talk as interaction, talk as transaction is easier for some because it only focuses on messages delivered to the other. Also, talk as interaction is more easily planned since current communicate materials are rich resource of group activities, information – gap activities and information – gaps activities. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transaction.

c. Talk as performance

This refers to public talk or public speaking, that is, talk which transmits or information before an audience such as morning talks, public announcements, and

¹⁵ Jack , C. Richards, *developing classroom speaking activities* ;(From Theory To Practice, [Http:// www.professorjackrichard.com/developing-classroom-speaking-activities.pdf,p.2,it](http://www.professorjackrichard.com/developing-classroom-speaking-activities.pdf,p.2,it) was retrieved on november 1 2007)

speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often of follows a recognizable format and is closer to written language than conversation language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talks as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as a performance are :

- a) There is a focus on both message and audience
- b) It reflects organization and sequencing
- c) Form and accuracy is important
- d) Language is more like written language
- e) It is often monologist

Some of the skills involved in using talk as a performance are :

- a) Using an appropriate format
- b) Presenting information in an appropriate sequence
- c) Maintaining audience engagement
- d) Using correct pronunciation and grammar
- e) Creating an effect on the audience
- f) Using appropriate vocabulary
- g) Using appropriate vocabulary opening and closing¹⁶

6. Characteristic of Successful Speaking Activities

Hymes states successful communication involves more than just the mastery of the “rules of grammar” that is the linguistic forms of a language, but also the understanding and appropriate application of the “rule of use”. Thus effective teaching

¹⁶ Jack C richard, *Developing Classroom*.,p.6

of oral skills would naturally involve developing “communicative competence” or “pragmatic competence” in the learners.¹⁷

Penny Ur states that there are four characteristics of speaking activities, as follow:

a. Learner to Talk

As much as possible of the period or time allocated to the activity is in the fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

b. Participation is Even

A minority of talkative participants does not dominated calssroom discussion, all get change to speak, and contribution is evenly distributed.

c. Motivation is High

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

d. Language is of an Acceptable

Learner expresses themselves is utterance that are relevant. Easily comprehensibility to each other and of acceptable level of language accuracy.¹⁸

B. Concept of Cooperative Learning

In concept of cooperative learning divided in to three :

1. Definition of Cooperative Learning

¹⁷ Foley J. A., *New Dimension in Teaching of Oral Communication*, (Singapore: SEAMEO, Regional Language Centre, 2005), p. 55.

¹⁸ Penny Ur, A., *Coursse in Learning Teaching, Prectice and Theory*, (Great Britain: Cambridge University Press, 1996), p. 21.

Cooperative learning is structured, systematic instructional strategies in which small groups of students who work together toward a common goal. It tends to encompass a variety of group learning experiences, communities, and other.

David and Roger Johnson states that cooperative learning is a successful teaching strategy in which small teams, each student of ability use a variety of learning activities to improve their understanding of a subject. Each member of teams learn. Students work through the assignment until all group members successfully understand and complete it.¹⁹

2. Element of Cooperative Learning

Brown & Ciuffetelli Parker and Siltala discuss the 5 *basic and essential elements* to cooperative learning :

a. Positive interdependence

Students must fully participate and put forth effort within their group. Each group member has a task /role/responsibility therefore must believe that they are responsible for their learning and that of their group.

b. Face-to-face interaction

Members promote each other's success. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

¹⁹ David and Roger Johnson, *Cooperative Learning*, 2011, Online <http://www.clcrc.com/pages/cl.html>. Accessed on December 12 2014.

c. Individual and group accountability

Each student must demonstrate mastery of the content being studied. Each student is accountable for their learning and work, therefore eliminating “social loafing”

d. Social skills

Social skills include the ways of student interact with each other to achieve activity or task objectives (e.g. praising and recognition). Since the students will free express themselves, the other will appreciate and help necessary.

e. Group processing

Group processing, whereby the students are assessed of what they have learned, how they have learned best, and how they might do better as a learning group or team. This will be one of wonderful impression that each students in a team tries to master the lesson.²⁰

3. Type of Cooperative Learning

In cooperative learning the type of cooperative learning divided in to four:

a. Study teamly

Cooperative learning is done study teamly. Team as a place for reaching goal.

b. Based on cooperative management

Function of management as execution planning indicate that cooperative learning executed as according to planning, and steps of learning that have been

²⁰ Brown , et.at., online, [http://en.wikipedia.org/wiki/Cooperative learning](http://en.wikipedia.org/wiki/Cooperative_learning). Accessed on 11 december 2014

determined. Function of management as organization, indicate that cooperative learning need matured planning so that effectively learning process.

c. Desire to cooperate

Succes of cooperative learning is determined by succes grouply.

d. Cooperate skill

Cooperate skill is practiced through activity in learning grouply.

C. Concept of Effectiveness

In concept of effectiveness divided in two:

1. The concept of effectiveness

Oxford dictionary states, the effectiveness is producing is the result that is wanted or intended.²¹ effectiveness related to the achievement of study, or inconnection with result what we want to get, effectiveness means that materialized a result of what we want, and the presence of good research than before.

Effectiveness mean the capability of, or success in achieving a given goal.contrary to efficiency, the focus of effectiveness is the achievement as such, not the resources. Spent has to efficient, but anything that is efficient also has to be effective.²²

Based on opinion above, the intended result are the ability of students in english be better, for example capability of students for speaking and the students, can understand well what communicator said.

2. Effectiveness of Using Method

²¹ Oxford, *oxfords learners pocket dictionary*, (new york : oxford university press, 2003), p.18

²² <http://en.Wikipedia.org/wiki/effectiveness>

Effectiveness of using a method could be seen as a correlation between method and all teaching component that have been programmed. Utilization a method where is not connected with teaching purposes will be concentrating to get formulation purposes. Many material in teaching only waste the time because of method. Some indicators of method is not effective in application :

- a). The students could not concentrate
- b). The students are bored and restless
- c). The students are not enjoy getting material
- d). There is not spirit/ motivate to study
- e). The students do not mastery of material have been given by the teacher.

In teaching learning process, the use of method be able to support the teacher in achieving his purposes. The effective method has there elements are:

- 1). An attractive classroom(with a soft lighting and a pleasant classroom atmosphere).
- 2). A teacher with dynamic personality who is able to act out the materials.
- 3). A state of relaxed alertness in the students.

E. Concept of Numbered Heads Together

1. Definition Number Head Together

Numbered Heads Together is one of the cooperative learning models which is developed by Spencer Kagan. Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher calls a specific number to respond as a speaker for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared (Terenzini & Pascarella).²³

2. Basic Principles of Number Head Together

One of the Kagan structures is Numbered Heads Together. Spencer Kagan states that there are three basic principles for all structures of cooperative learning, they are : **SPI** (Simultaneous interaction, Positive interdependence, Individual accountability).²⁴

a) Simultaneous Interaction

If we apply the simultaneity principle, most people are actively engaged at the same time. For example, if the faculty members interact in pairs in the same hour on

²³ Terenzini and pascarella, 1994, online : <http://www.teachervision.fen.com/group-work/cooperative-learning/485368.html>. accessed 10 nd desember, 2014.

²⁴ Spencer, Kagan. Spencer, *Cooperative Learning*. San Juan Capistrano, (Australia : Kagan Cooperative Learning Publisher, 1992), p.4:5

the average each person has a half hour to make input. A half hour of active engagement versus two minutes of active per hours is the difference between feeling one has had a significant contribution to a meeting versus feeling one might as well not been there. Active engagement is critical : it leads to the feeling one's ideas, feeling part of the decision process. The alternative is alienation.

b) Positive Interdependence

Positive interdependence exists when one person's gains lead to gains for another (a positive correlation among outcomes) and when no one person can reach the goal without the help of others (interdependence).

c) Individual accountability

Individual accountability exists when each person is required to make a public performance. Those who always do not participate leave feeling that their presence at the meeting did not make difference.

3. Steps of Number Head Together

Numbered Head Together is a simple structure that leads the class through a series of steps design to promote learning through cooperation, active participation and individual accountability. The steps for each randomly – selected question are :

- 1) Think Time : Everyone thinks how to answer the question, no talking.
- 2) Write Answer : Everyone privately writes his/her own answer on his / her own sheet of

paper 3) Heads Together : Teammates put their heads together and share their answers. They reach consensus on a team answer. They reach consensus on a team answer and discuss, teach if necessary so everyone knows the answer or knows how to solve the problem. 4) Who Answers ? : one student on each team is selected . All select student stands, ready to answer independently. They may no longer consult with teammates. 5) Answer Question : The teacher decides how the students answer the question .

Here are some options :

- (a) One member of each group writes down the answer on the board.
- (b) Teacher calls on one member of a group to share answer aloud.
- (c) Teacher calls one member of each group to share their answer.
- (d) Students use response cards or finger for true / false or multiple choiche question.²⁵

4. Advantages of Number Head Together

Numbered Heads Together method has several advantages, they are :

- a). It can Improve students` academic achievment and be applied to almost all subject areas. Numbered Heads Together promotes higher achievment than competitive and individualistic leaning structer.
- b). It can increase students` engagment. Because the students put their heads together to answer the question and also make sure everyone in a group know the answer.

²⁵ Spencer , kagan, *Cooperative Learning*, San Clamente, CA: Kagan publishing. Online, [www. Kaganonline.com](http://www.Kaganonline.com). Accessed on September 11 st 2014

c). It decreases dominance from clever students so that students' equal participation will be apparent. Since students have to answer the question, all students including the shy weak ones should participate in reporting the answer.

d). It motivates students to learn. Numbered Heads Together can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson.

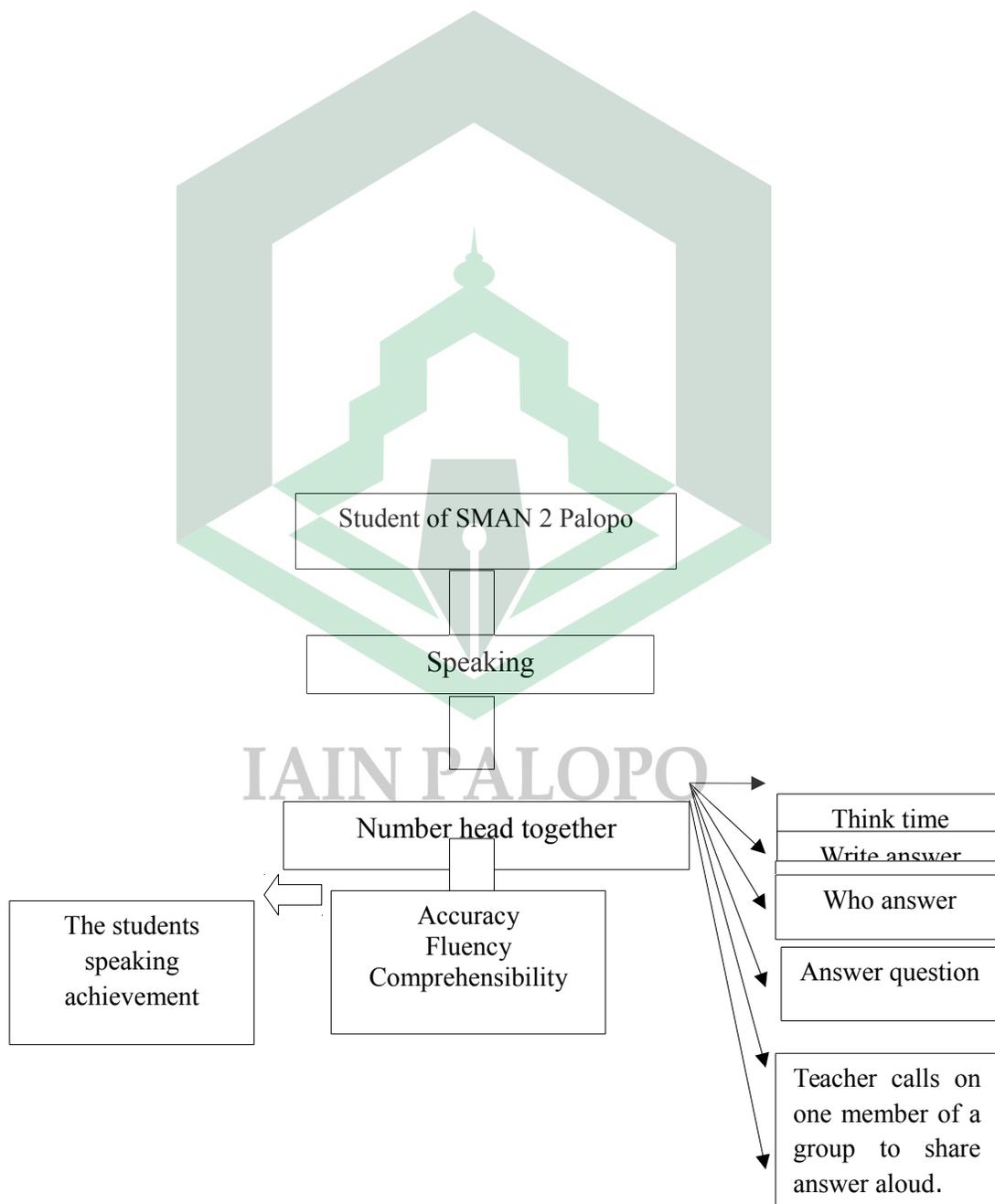
A. Conceptual Frame Work

Speaking is an important skill because one of the keys in English communication is speaking ability. Indonesia has to be able to master English as an international language. By mastering speaking skill, they can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happens in the world.

Cooperative learning is the best way to improve students' speaking skill because cooperative learning is a method where students work together in a group and each student gets a card number. One of all methods, number head together is the new way to teach speaking, so that the students can improve their speaking, can express their ideas, opinions, arguments, students get motivated and interested in the learning process.

Based on the statement above, the researcher focuses on the effectiveness of using number head together to improve students' speaking skill at tenth class of

SMAN 2 Palopo. The conceptual frame work underlying in this research is given in the following diagram:



1. Hypothesis

Before research applied to the students the researcher had hypothesis about this research

“The students speaking skill can be improved after they used of number head together”. There are two statistical hypothesis of this research according to singgih santoso as follows:²⁶

1. H_0 = Mean score of pre-test and post-test are not significantly different.
 2. H_a = Mean score of pre-test and post-test are significantly different.
- Criteria of hypothesis acceptability
- If $T\text{-count} \geq T\text{-table}$: Reject H_0 . means that the score of the students' have significantly different and the number head together is effective to improve students' speaking skill.
 - If $T\text{-count} \leq T\text{-table}$: Accept H_0 . means that the score of the students' not have significantly different and the number head together is not effective to improve students' speaking skill.

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CHAPTER III

METHOD OF THE RESEARCH

A. Method and Design of Research

1. Method of research

The method that used in this research was pre experimental research. It was using to know the effectiveness of using number head together method to improve students' speaking skill at the tenth class students of SMA Negeri 2 Palopo.

2. Design of Research

To do the experimental, the research used one group pre-test and post-test design. The design is written as follows:

$$O_1 - X - O_2$$

Remarks:

- O_1 : Pre- test
- X : Treatment
- O_2 : Post- test¹

B. Research Variables

This research used two variables:

1. Independent variable : Number head together
2. Dependent variable : Students Speaking skill

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C. Population and Sample

1. Population

The population of this research consists of the Tenth year students of SMA Negeri 2 Palopo 2015/2016 academic year. The number of population is 180 students. There were X1, X2, X3, X4, X5, X6, X7, X8, and X9.

2. Sample

In this research, the researcher applied purposive sampling technique. Purposive sampling is the sample which taken because of certain reasons. In purposive sampling the researcher who determines their own samples taken because of certain considerations, the sample was not taken randomly and do not use variable control. The researcher wanted to focus in class X4 because, based on the English teacher suggestion student in this class have problem in speaking. The problem are the student feel bored when they were studying, and the students afraid to speak english in front of class. The researcher would improve their speaking through number head together method. The sample of this research consists of one class, and the population is 25 students.

D. Instrument of the Research

The instrument of the research consist of speaking and questionnaire.

1. Speaking test

Speaking test consists of pre-test and post-test. Pre-test was using to measure the students' speaking before treatment is given by the researcher. Post-test was used to measure the students' speaking after treatments have been given.

2. The questionnaire

The questionnaire used to see the students' interest. The questioner was meant to find out whether the students were interested in learning speaking by using number head together.

E. Procedure of Collection Data

The procedures of collecting data, in this research was described as follows: 1.

Pretest

Pre-test was given before the students were given treatment. It used to know the ability of the students before they get the treatment. In this pretest the researcher used some questions as follows:

1. Where do you want to go on vocation?
2. Did you always go to vocation every weekend?
3. What experience in your life that are you never forget?
4. Did you have bad experience in your life?
5. Did you have terrible experience?
6. Could you tell me about it ?

b. Treatment

The treatments were given after pre –test in the class room. The treatment conducted for fourth meetings, and this treatment used number head together.

First meeting, students was given reading test about (unforgettable experience) and then students had wrote answered from that question the researcher gave and the question from that reading. Each meeting the student divided in to some groups and each groups consist of 4-5 student, and than think time (every students thinks how answered the question) and write answer (every

student wrote the answered in paper) and than head together (every group put their head together and share their answer, they were students discussed about the answer with the teams after that the teams made one answered with the team. After that who answers (one student on each team is selected). All select students ready explain their answer in front of their group. They may no longer consult with teammates. And the teacher or researcher divided how the students answer the question, where there were 4 ways the teacher can be doing for divided students to answer the question. And in this treatment the researcher way used the teacher calls one member of a group to share answer aloud. So, every member group who teacher calls stand to answer the question in front of all group. And than the student explain answer the question.

Second meeting, students was given reading test about (vocation) and then students had wrote answered from that question the researcher gave and the question from that reading. Each meeting the student divided in to some groups and each groups consist of 4-5 student, and than think time (every students thinks how answered the question) and write answer (every student wrote the answered in paper) and than head together (every group put their head together and share their answer, they were students discussed about the answer with the teams after that the teams made one answered with the team). Who answer (After that one student on each team is selected). All select students ready explain their answer in front of their group. They may no longer consult with teammates. And the teacher or researcher divided how the students answer the question, where there were 4 ways

the teacher can be doing for divided students to answer the question. And in this treatment the researcher way used the teacher calls one member of a group to share answer aloud. So, every member group who teacher calls stand to answer the question in front of all group. And than the student explain answer the question.

Third meeting, students was given reading test about (terrible experience) and then students had wrote answered from that question the researcher gave and the question from that reading. Each meeting the student divided in to some groups and each groups consist of 4-5 student, and then think time (every students thinks how answered the question) and write answer (every student wrote the answered in paper) and then head together (every group put their head together and share their answer, they were students discussed about the answer with the teams after that the teams made one answered with the team). Who answer (After that one student on each team is selected). All select students ready explain their answer in front of their group. They may no longer consult with teammates. And the teacher or researcher divided how the students answer the question, where there were 4 ways the teacher can be doing for divided students to answer the question. And in this treatment the researcher way used the teacher calls one member of a group to share answer aloud. So, every member group who teacher calls stand to answer the question in front of all group and then student explain answer the question.

Fourth meeting, students was given reading test about (bad experience) and then students had wrote answered from that question the researcher gave and the question from that reading. Each meeting the student divided in to some groups and

each groups consist of 4-5 student, and then think time (every students thinks how answered the question) and write answer (every student wrote the answered in paper) and then head together (every group put their head together and share their answer, they were students discussed about the answer with the teams after that the teams made one answered with the team).who answer (After that one student on each team is selected). All select students ready explain their answer in front of their group. They may no longer consult with teammates. And the teacher or researcher divided how the students answer the question, where there were 4 ways the teacher can be doing for divided students to answer the question. And in this treatment the researcher way used the teacher calls one member of a group to share answer aloud. So, every member group who teacher calls stand to answer the question in front of all group. And then the student explains answer the question.

c. Post test

After gave treatments to the students for fourth meetings, the researcher gave post-test. In the post-test the researcher gave the same test as in pre-test to the students. The researcher gave posttest to know result improving speaking skill student using number head together at the tenth class year student SMA Negeri 2 Palopo. So the researcher can see the difference of teaching English speaking before using number head together method. In this post test the researcher used question:

1. Where do you want to go on vocation?
2. Did you always go to vocation every weekend?
3. What experience in your life that are you never forget?
4. Did you have bad experience in your life?

5. Did you have terrible experience?
 6. Could you tell me about it ?
- d. Giving questionnaire

The questionnaire used to see the students' interest. The questionnaire was mean to find out whether the students were agree in learning speaking by using number head together method. The students needed time 10 minutes to answer the questionnaire. The questionnaire consist 7 items. There were four liker skill in the questionnaire namely; strongly agree, agree, disagree and strongly disagree. Every items have score where strongly agree = 4, agree = 3, disagree = 2, and strongly agree = 1¹.

G. Technique of Data Analysis

a. Scoring Classification

In analyzing the data, the researcher was determine the scoring classification which includes of accurary, fluency and comprehensibility. Those assesment criteria explained by J.B. Heaton as follows:

There are three criteria that resided in speaking skill and these all will be evaluated, they are:

1). Accurary

The ability to pronounce in the target language, clearly, gramatically and logically.

2). Fluency

The ability to use the target language fluently and in accepting and giving information quickly.

1 Subana, *Dasar-dasar Penelitian Ilmiah*, (Bandung; Pustaka Setia, 2005), p. 136

3). Comprehension

The ability to understand the general meaning and the speaker intention the category of oral test assessment as follows.²

The technical of scoring through six scales.

N NO	Accurary	Fluency	Comprehensibility
6.	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaker without to great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
5	Pronunciation is slightly influenced the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.	Has to make an effort at to search for words. Nevertheless smooth, delivery on the whole and only a few unnatural pauses	The speaker's intention and general meaning are fairly clear. A few interruption by the shake or clarification are necessary.
	Pronunciation is still moderately	Although he has to make an effort and	Most of what the speaker says is

4	influenced by the mother-tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	search for words. There are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.	easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but the most constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences
2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at	Only small bits (usually short sentences and phrases) can be understood and than with considerable effort by someone who is

	lexical errors.s	times. Limited prang of expression.	used to listening to the speaker.
1.	Serious pronunciation errors as well as mane 'basic' grammatical and leical errors. No evidence of having mastered any of the language skills and ares practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. When the listener make a great effort or interrupts. The speaker is unable to clarify anything he seems to have sais

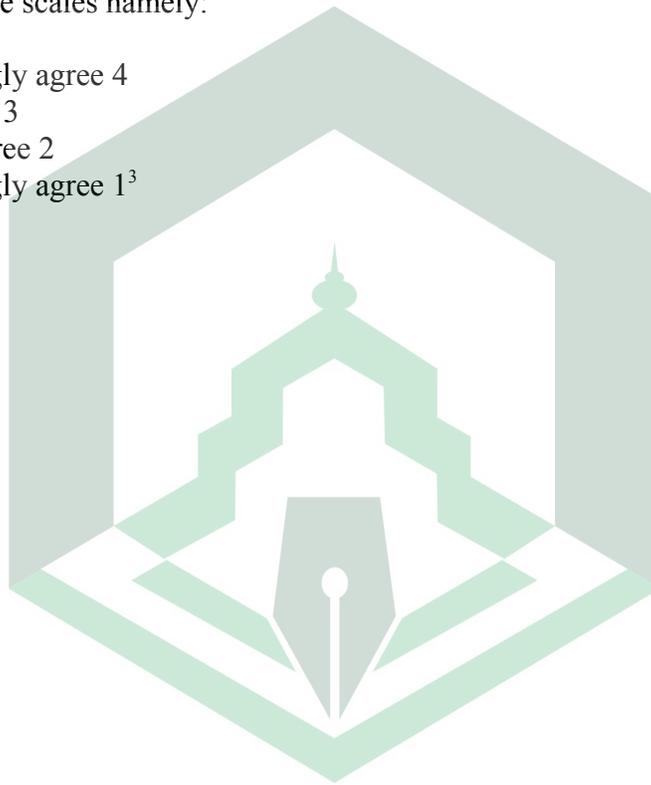
Beside the technical of scoring through six scales above, the researcher also made rating classification to measure the students' speaking ability. The following was rating scale classification:

Classification	Scale	Rating
Excellent	6	86-100
Very Good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very Poor	1	≤25

In this research in looking for mean and standard derivation of students` score in pretest and posttest using SPSS 21.

To see the students` interest in learning speaking by using number head together method, the researcher use questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

- a. Strongly agree 4
- b. Agree 3
- c. Disagree 2
- d. Strongly agree 1³



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the researcher explains about finding and discussion of the data of the researcher. This chapter describes about the result of the research shows the realities and comparing between theory and application in educational institution.

A. Findings of the Research

The findings of the research are showed to describe the result of the data that analyzed statistically. It comprised of the students' score in pre-test, and post-test, classification percentage of students' score and standard deviation of the students' pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis Students' Speaking Score in Pre-test and Post-test.

a. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre test. The researcher presents them in tables and calculates the score by using SPSS 21. For more clearly, at first the researcher would show the complete students' score on speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulates by following table:

Table 4.1
The Score of Students' Speaking Skill in Pre-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	2	2	1	5
R2	3	2	1	6
R3	1	2	1	4
R4	2	1	2	5
R5	2	2	2	6
R6	2	3	2	7
R7	1	2	2	5
R8	2	2	1	5
R9	2	2	3	7
R10	3	2	1	6
R11	2	2	2	6
R12	2	1	2	5
R13	2	2	2	6
R14	4	2	2	8
R15	3	2	2	7
R16	2	2	2	6
R17	3	2	1	6
R18	4	2	2	8
R19	2	2	2	6
R20	2	1	2	5
R21	3	2	1	6
R22	2	2	2	6
R23	2	2	1	4
R24	1	1	2	4
R25	2	1	1	5
N=25				$\Sigma X=151$

Speaking skill consists of three aspects: they were accuracy, fluency and comprehensibility. So in the section, the researcher would presents and tabulates the mean score of the students' speaking ability one by one through the following tables

1) Accuracy

Table 4.2

The score of students' Accuracy in Pre-test

Respondents	Accuracy
R1	2
R2	3
R3	1
R4	2
R5	2
R6	2
R7	1
R8	2
R9	2
R10	3
R11	2
R12	2
R13	2
R14	4
R15	3
R16	2
R17	3
R18	4
R19	2
R20	2
R21	3
R22	2
R23	2
R24	1
R25	2
N=25	

For looking the mean score of students' accuracy in pre-test, the researcher calculates it by using SPSS 21. The result was presents into descriptive statistic table as follows:

Table 4.3
The Mean Score of Students' Accuracy in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	1,00	4,00	2,2400	,77889
Valid N (listwise)	25				

From the table 4.3, it shows that the highest score of students were 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test were 2, 24 and the standard deviation was 0, 778S.

In other side, the researcher also had written the students' score of accuracy before give treatment by using number head together method and it presents through the table rate percentage scores. The table are shown as follows:

Table 4.4
The Rate Percentage Score of the Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	-	0%

Good	56 – 70	4	2	8%
Average	41 – 55	3	4	16%
Poor	26 – 40	2	15	60%
Very Poor	≤ 25	1	3	12%
Total			25	100%

Based on the table 4.4 that indicates the students' score in accuracy of pre-test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there were 2 students (8%) who got good and there were 4 students (16%) who got average. There were 15 students (60%) who got poor and the last there were 3 of student (12%) who got very poor. Its means that the students speaking skill low.

2) Fluency

Table 4.5
The Score of Students' Fluency in Pre-test

Respondents	Fluency
R1	2
R2	2
R3	2
R4	1
R5	2
R6	3
R7	2
R8	2
R9	2
R10	2
R11	2
R12	1
R13	2
R14	2
R15	2
R16	2
R17	1

R18	2
R19	1
R20	2
R21	2
R22	1
R23	1
R24	2
R25	2
N=25	

Looking at the mean score of students' fluency in pre-test, the researcher calculates it by using SPSS 21. The result is presents into descriptive statistic table as follows:

Table 4.6
The Mean Score of Students' Fluency in Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	1,00	3,00	1,7600	,52281
Valid N (listwise)	25				

The table shows that the highest score of students were 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test were 1,760 and the standard deviation was 0,522.

In other side, the researcher also have written score of the students' fluency before giving treatment by using number head together and presents through the table rate percentages scores. The table is shows as follows:

Table 4.7
The Rate Percentage Score of Students' Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	-	0%
Good	56 – 70	4	-	0%
Average	41 – 55	3	1	4%
Poor	26 – 40	2	16	64%
Very Poor	≤ 25	1	7	28%
Total			25	100%

The table shows that there was none of students (0%) who got excellent and very good. Besides, there is none students (0%) who got good there is 1 student (4%) got average and there are 16 students (64%) got poor. The last, it also shows that there were 7 of students (28%) got very poor. It means that students speaking skill still low.

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3) Comprehensibility

Table 4.8
The Score of Students' Comprehensibility in Pre-test

Respondents	Comprehensibility
-------------	-------------------



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R1	1
R2	1
R3	1
R4	2
R5	2
R6	2
R7	2
R8	1
R9	2
R10	1
R11	2
R12	2
R13	2
R14	2
R15	2
R16	1
R17	1
R18	2
R19	2
R20	2
R21	1
R22	2
R23	1
R24	2
R25	1
N=25	

Looking at the mean score of comprehensibility students` in pre-test, the researcher calculates it by using SPSS 21. The result is presents into the table descriptive statistic as follows:

Table 4.9
The Mean Score of Students' Comprehensibility in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
comprehensibility	25	1,00	2,00	1,5600	,50662
Valid N (listwise)	25				

The table shows that the highest score of students is 2 and lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test were 1,56 and standard deviation was 0,506.

In addition, the researcher also had written score of the students' comprehensibility before giving treatment by using number head together method and it presents through the table rate percentage scores. The table was showed as follows

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Table 4.10
The Rate Percentage Score of Students' Comprehensibility in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	-	0%
Good	56 – 70	4	-	0%

Average	41 – 55	3	-	0%
Poor	26 – 40	2	14	56%
Very Poor	≤ 25	1	11	44%
Total			25	100%

The table 4.10 that indicates that the students' score in the comprehensibility of pre-test. The table shows that there was none of the students (0%) got excellent, very good and good. There was none students (0%) got average. There were also 14 students (56%) got poor and 11 of students (44%) got very poor. The data shows that many students got poor and very good poor in comprehensibility. It can be concluded that most students still had low speaking skill.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presented in the tables. The complete of the students' score speaking ability of accuracy, fluency, comprehensibility in post test were tabulates as follows:

Table 4.11
The Scores of Students' Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	4	3	10
R2	3	3	3	9
R3	3	3	4	10
R4	3	3	3	9
R5	4	4	4	12
R6	4	4	3	11
R7	3	4	4	11
R8	4	4	5	13
R9	4	4	4	12

R10	4	4	4	12
R11	4	4	5	9
R12	4	3	3	10
R13	4	4	5	13
R14	3	4	3	10
R15	3	4	5	12
R16	4	4	5	13
R17	5	4	5	14
R18	4	4	4	12
R19	3	4	5	12
R20	3	4	5	12
R21	4	3	3	10
R22	4	3	3	10
R23	3	4	4	11
R24	3	4	4	11
R25	3	4	4	11
N=25				$\Sigma Y=285$

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It shows as follows:

1) Accuracy

Table 4.12
The Score of Students' Accuracy in Post-test

Respondents	Accuracy
-------------	----------

R1	3
R2	3
R3	3
R4	3
R5	4
R6	4
R7	3
R8	4
R9	4
R10	4
R11	3
R12	4
R13	4
R14	3
R15	3
R16	4
R17	5
R18	5
R19	3
R20	3
R21	4
R22	4
R23	3
R24	3
R25	3
N=25	

Looking at the score of students' accuracy in post-test, the researcher calculates it by using SPSS 21. The result presents into descriptive statistic table as follows:

Table 4.13
The Mean Score of Students' Accuracy in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3,00	5,00	3,5600	,65064
Valid N (listwise)	25				

The table shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' accuracy in post-test were 3,56 and the standard deviation was 0,650.

Besides, the researcher also had written score of the students' accuracy who had been given treatment by using number head together method and it presents through the table rate percentage score. The table was showed as follows:

Table 4.14
The Rate Percentage Score of Students' Accuracy in Post-test

classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	3	12%
Good	56 – 70	4	9	36%
Average	41 – 55	3	13	52%
Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			25	100%

Based on the table above, the percentage of students' accuracy score in post-test indicates that there was none of the students (0%) got excellent. Besides, it also shows that there was 3 students (12%) got very good and there were 9 of students (40%) got good. There were 13 students (52%) got average and none students (0%)

got poor. And the last there was none of students got very poor. It means students speaking skill was improve after treatment.

2) Fluency

Table 4.15
The Score of Students' Fluency in Post-test

Respondents	Fluency
R1	4
R2	3
R3	3
R4	3
R5	4
R6	4
R7	4
R8	4
R9	3
R10	4
R11	3
R12	3
R13	4
R14	4
R15	4
R16	4
R17	4
R18	4
R19	4
R20	4
R21	3
R22	3
R23	4
R24	4
R25	4
N=25	

Looking at mean score of students' fluency in post-test, the researcher calculates it by using SPSS 21. The result presents into descriptive statistic table as follows:

Table 4.16
The Mean Score of Students' Fluency in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3,00	4,00	3,6800	,47610
Valid N (listwise)	25				

The table shows that the highest score of students were 4 and the lowest score were 3. Besides, it also indicates that the mean score of students' fluency in post-test were 3,68 and the standard deviation was 0,489.

The writer also has written score of the students' fluency who had been given treatment by using number head together method in presents through the table rate percentage scores. The table shows as follows:

Table 4.17
The Rate Percentage Score of Students' Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	-	0%
Good	56 – 70	4	13	52%
Average	41 – 55	3	9	36%
Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			25	100%

Based on the table 4.17, the percentage of students' fluency score in post-test indicates that there was none of the students (0%) got excellent. But there was none students (0%) got very good, than there were 13 students (52%) got good and 9 students (36%) got average. The last, it shows that was none of the students (0%) got poor and none of the students (0%) got very poor. It means the students speaking skill was improve after researcher give treatment.

3) Comprehensibility

Table 4.18
The Score of Students' Comprehensibility in Post-test

Respondents	Comprehensibility
R1	3
R2	3
R3	4
R4	3
R5	4
R6	3
R7	4
R8	5
R9	4
R10	4
R11	3
R12	3
R13	3
R14	3
R15	5
R16	5
R17	3
R18	4
R19	5
R20	5
R21	3
R22	3
R23	4
R24	4
R25	3
N=25	

Looking at the mean score of students' comprehensibility in post-test, the researcher calculates it by using SPSS 21. The result presents into descriptive statistic table as follows:

Table 4.19
The Mean Score of Students' Comprehensibility in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3,00	5,00	3,7200	,79162
Valid N (listwise)	25				

The table shows that highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' comprehensibility in post-test were 3,72 and the standard deviation was 0,791.

Beside the researcher also had written score of the students' comprehensibility who had been given treatment by using number head together method and it presents through the table rate percentage scores. The table shows as follows:

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Table 4.20
The Rate Percentage Score of Students' Comprehensibility in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	5	20%
Good	56 – 70	4	8	32%
Average	41 – 55	3	12	48%
Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			25	100%

The table 4.20 presents the percentages of students' comprehensibility score in post-test. The table shows that there was none of students (0%) got excellent. But there were 5 students (20%) got very good and 8 students (32%) who got good. Besides, there were 12 students (48%) got average and there was none of students (0%) got poor and very poor. It means students speaking skill was improve after the researcher gave treatment to students.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency, comprehensibility) one by one, this research also would present the total mean score and standard deviation of pre-test and post-test, and then compare both of them. The result presents into descriptive statistic table as follows:

Table 4.21
The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	4,00	8,00	145,00	5,8000	1,11803
Posttest	25	9,00	14,00	275,00	11,0000	1,29099
Valid N (listwise)	25					

The table 4.21 indicates that the standard deviation in pre-test were 1,11 and in post-test 1,29. It also shows that mean score of the students in pre-test were 5,80 and the mean score of the students and the mean score of the students in post-test were 11,00. The result of the table above shows that mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using number head together method was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculates it by using SPSS 21. The result could be shown in the table of paired samples statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.22
The Paired Samples Statistic of Pre-test and Post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
posttest	11,1200	25	1,39403	,27881
Pair 1 pretest	5,6400	25	1,07548	,21510

Pair 1	posttest - pretest	5,48000	1,71075	,34215	4,77384	6,18616	16,016	24	,000
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From the table sample test, the researcher got the data that t_0 (t_{count}) = 16,016 and df (degree of freedom) = 24. According to the Gay the value of t_t = 2.064¹. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_{table} (t_{table}), $t_0 > t_t$.

$$16.016 > 2.064$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} . It was concluded that there was a significance difference in teaching speaking before and after using number head together method. Because of that, the researcher believed that the number head together method was effective to improve students' speaking skill at the tenth class students of SMAN. 2 Palopo.

2. Analysis of Questionnaire

To students' response in learning speaking by using number head together method, the researcher made questionnaire that consists of 7 items. To find out the percentage of students in questionnaire assessment by using the formula below:

¹ L.R. Gay. Geoffrey E. Mills, Pette airasian, education research

$$P = \frac{F}{N} \times 100\% \quad \text{Where;}$$

P = The Percentage from the students' response

F = The Frequency

N = Number of Students

The result and the percentage of students' score would be presents by using table. It would be explains one by one according to the indicators of response and it could be seen by following tables:

Table 4.25
Questionnaire no. 1

No	Statement	Classification	Frequency	Percentage
1.	Do you enjoy learning speaking using this method?	Strongly Agree	17	68%
		Agree	8	32%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	25	100%

Table presents that there were 17 students (68%) choose "strongly agree", 8 students (32%) choose "agree". Besides, it shows that none of the students (0%) choose "disagree" and "strongly disagree". It means the students enjoy in learning speaking using number head together method.

Table 4.26
Questionnaire no. 2

No	Statement	Classification	Frequency	Percentage
2.	The number head	Strongly Agree	14	56%

together method can help students confidence to speak english in class activity.	Agree	11	44%
	Disagree	-	-
	Strongly Disagree	-	-
	TOTAL	25	100%

Table presents that there 14 students (56%) choose “strongly agree”, 11 students (44%) choose “agree”, none student (0%) choose “disagree”. Besides, it shows that there was none students (0%) choose “strongly disagree”. It means the number head together method can help student’s confidence in learning speaking in class activity.

Table 4.27
Questionnaire no. 3

No	Statement	Classification	Frequency	Percentage
3.	Your speaking ability improve after used number head together method.	Strongly Agree	18	72%
		Agree	6	24%
		Disagree	1	4%
		Strongly Disagree	-	-
		TOTAL	25	100%

Table presents that there were 18 students (72%) choose “strongly agree”, 6 students (24%) choose “agree”, 1 student (4%) chooses “Disagree”. Besides, it shows that none students (0%) choose “strongly disagree”. It means the number head together method gives improvement to students in learning speaking in class activity.

Table 4.28
Questionnaire no. 4

No	Statement	Classification	Frequency	Percentage
4.	Number head together	Strongly Agree	17	68%

method motivated the students to improve speaking ability.	Agree	7	28%
	Disagree	1	4%
	Strongly Disagree	-	-
	TOTAL	25	100%

Table presents that there were 17 students (68%) choose “strongly agree”, 7 students (28%) choose “agree”, 1 student (4%) chooses “Disagree”. Besides, it shows that none students (0%) choose “strongly disagree”. It means the students motivated to improve their speaking using number head together.

Table 4.29
Questionnaire no. 5

No	Statement	Classification	Frequency	Percentage
5.	Through this method we can learn speaking easily and enjoyably.	Strongly Agree	15	60%
		Agree	10	40%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	25	100%

Table present that there were 15 students (60%) choose “strongly agree”, 10 students (40%) choose “agree”. Besides, it shows that none of the students (0%) choose “disagree” and “strongly disagree”. It means the students feel enjoyable in learning speaking using number head together in class activity.

Table 4.30
Questionnaire no. 6

No	Statement	Classification	Frequency	Percentage
6.	The application number head together method can add the students vocabulary.	Strongly Agree	13	52%
		Agree	10	40%
		Disagree	2	8%
		Strongly Disagree	-	-
		TOTAL	25	100%

Table presents that there were 13 students (52%) choose “strongly agree”, 10 students (40%) choose “agree”, 2 students (8%) choose “Disagree”. Besides, it shows that none students (0%) choose “strongly disagree”. It means the students got improvement vocabulary in learning speaking using number head together method.

Table 4.31
Questionnaire no. 7

No	Statement	Classification	Frequency	Percentage
7.	The use of number head together method in learning speaking is not effective to improve students speaking.	Strongly Agree	1	4%
		Agree	1	4%
		Disagree	9	36%
		Strongly Disagree	14	56%
		TOTAL	25	100%

Table presents that there was 1 students (4%) choose “strongly agree”, and 1 students (4%) choose “agree”, 9 student (36%) choose “Disagree”. 14 students (56%) choose “strongly disagree”. It means the students effective in learning speaking using number head together.

Table 4.32
The Students' Perception Score in Questionnaire

N	Respondent	Number of Items	Score
---	------------	-----------------	-------

o		1	2	3	4	5	6	7	
1	R1	4	3	4	4	3	4	4	26
2	R2	4	3	4	4	3	3	2	23
3	R3	3	4	4	4	4	2	1	22
4	R4	4	4	4	4	4	3	3	26
5	R5	4	4	3	4	3	4	1	23
6	R6	4	3	3	4	4	4	1	23
7	R7	4	4	4	4	4	4	2	26
8	R8	4	4	4	3	4	3	1	23
9	R9	3	4	3	3	3	3	1	20
10	R10	4	4	4	4	4	4	2	25
11	R11	4	3	1	3	3	3	1	19
12	R12	4	4	4	4	4	4	1	25
13	R13	3	3	4	1	3	2	2	17
14	R14	4	4	4	4	3	3	2	24
15	R15	3	3	3	3	3	3	2	19
16	R16	4	3	4	3	4	4	2	24
17	R17	4	4	4	4	4	4	1	25
18	R18	3	3	3	4	4	4	2	23
19	R19	3	3	3	3	3	3	1	19
20	R20	3	4	4	4	4	3	1	25
21	R21	4	4	4	3	4	4	2	25
22	R22	4	4	4	4	4	4	1	25
23	R23	4	4	3	4	3	3	1	22
24	R24	3	3	3	4	4	4	1	22
25	R25	4	3	3	4	3	4	1	22

By totaling the score of the students' answering toward the statement in questionnaire that was given to the students, it concludes that the lowest score were 17 and the highest score were 26.

The table distribution frequency about the students' response score toward the learning process by number head together method shown by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way needs to do, that is:

- a) Looking for the highest score (H) and lowest (L) and from the data that was got, it shows that $H= 26$ and $L=17$. After knowing the score H and L, the researcher arranged the score of students' responses from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.
- b) Counting the frequency in each score that had been got, then its result was come into the second language that had prepared, next the score was added so that it was got the total of frequency ($\sum N$ or N).

Table 4.33
Distribution Frequency of Students' response

Score	Frequency	Percentage
26	4	16%
25	4	16%
24	5	20%
23	4	16%
22	3	12%
20	2	8%
19	2	8%
18	1	4%
$\Sigma=177$	N=25	100%

Based on the table 4.33, it shows that the students got the high score 26 were 4 students (16%) and there was 1 student (4%) got lowest score 18. The students score got 25 were 4 students (16%), 5 students (20%) got score 24, 4 students (16%) got score 23, 3 students (12%) got score 22, 2 students (8%) got score 20, 2 students (8%) got score 19, 1 student (4%) got score 18.

B. Discussion

1. Speaking Test

This section presents the result of data analysis in findings. It discussed about the using number head together method to improve speaking skill students' at the tenth year of SMA 2 Palopo since the pre-test until post-test had been conducted.

After analyzing the data of students' test, it showed that $t_{count} (t_0)$ with the value (16,016) is higher than $t_{table} (t_t)$ with the value (2,064) with degree freedom (df) = 24. It means that there is significant difference between the result of pre-test and result of post-test.

Table 4.34
Table of t-test of the students

Variable	$T_{count} (t_0)$	$T_{table} (t_t)$
$X_1 - X_2$	16,016	2,064

The table of t_{test} above shows that the value of t_0 is higher than t_t , it concludes that the research hypothesis confirms. Besides, the achievement of English speaking at the tenth class year of SMA Negeri 2 Palopo who was taught by number head together method was higher than the prior achievement.

In pre-test, there were six questions that were given to the students to get the score of students in speaking ability (accuracy, fluency and comprehensibility) in pretest. Here some example of the students speaking record in pretest:

Respondent 9 (R9) pre-test

T: where do you want to go on vocation?

R: in labombo beach

T: did you always go to vocation everyweekeend?

R: i`m.....not always go to vocation everyweekeend

T: what experience in your life that are you never forget?

R: i`m never forget someone that in love.

T: did you have bad experience in your life?

R: yes...eee i have...

T: did you have terrible experience?

R: yes,,i have bad experience

T: could yo tell me about it?

R: because i`m always in fount

Criteria of score component :

Accuracy (2) = her propronunciation is seriously influenced by mother tongue with errors cousing a break down in communication. Many basic grammatical and lexical errors. For example, the respondent pronounces “*beach*” as “*beac*” and *lipe as life*.

Fluency (2) = full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression. For example, when the respondent answer researcher's question, she always say" eee"or mm" to look for another words and also she is always silent when she trying to answer the question.

Comprehensibility (3)= only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.

Respondent 13 (R13) pre-test

T: where do you want to go on vacation?

R: I,,eeee want emm,,, go batu papan.

T: did you always go to vocation every weekend?

R: eee...yes.

T: what experience in your life that are you never forget?

R: eeee I never emm forget emm someone.

T:did you have bad experience in your life?

R: eee,, yes.

T: did you have terrible experience?

R: eee,,yes

T: could you tell me about it?

R: I fall.. eeemmm ..from ee..ee..Motorcycle,,,

Criteria of score components:

Accuracy (2) = pronunciation is influenced by the mother tongue with serious phonological errors, some of which cause confusion. For example, the respondent pronounces the words like motorcycle as" motorsikel" and always as"alwais".

Fluency (2) = has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery, almost give up making the effort at times. Limited range of expression. For example, when the respondent answer the researcher's question, she likes saying "eee" or "mmm" while trying to look for another words.

Comprehensibility (2) = the listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

Respondent 16 (R16) pre-test

T: where do you want to go on vacation?

R: toraja

T: did you always go to vocation every weekend?

R: yes...often

T: what experience in your lives that are you never forget?

R: when...go together..Friends and..Family.

T: did you have bad experience in your life?

R: yes...

T:did you have terrible experience?

R: yes..

T: could you tell me about it?

R: i...make my..sister fall..

Criteria of score component:

Accuracy (2) = pronunciation is influenced by mother tongue only a few serious phonological errors, some of which cause confusion. Only a few words that had wrong pronunciation. For example the word "often" she pronounces it "oten" and " family" she pronounces " pamili".

Fluency (2)= has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery, almost give up making the effort at times. Limited range of expression. For example, when the respondent answer the researcher's question, she likes saying "eee" or "mmm" while trying to look for another words.

Comprehensibility (2) = the listener can understand what she said, but she must constantly seek clarification. Cannot understand many of speaker more complex or long sentence.

Besides, the researcher gave six questions to the students in post-test with the same questions in pre-test. The post-test was done after giving four treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post test and to know the students' speaking skill improvement. Here are some of the data transcriptions that show the students improvements in post-test after giving treatments:

Respondent 9 (R9) post-test

T: where do you want to go on vacation?

R: I want to go vacation in labombo beach because nice place, any people go the and so near from my house

T: did you always go to vocation every weekend?

R: no

T: what experience in your lives that are you never forget?

R: my experience about I follow competition mathematic and I have meet with any friends.

T: did you have bad experience in your life?

R: yes I have bad experience..

T: did you have terrible experience?

R: yes, I have a terrible experience.

T: could you tell me about it?

R: terrible experience if I want to go market with my mother I see someone fall from motorcycle.

Criteria of score component:

Accuracy (2) = pronunciation is moderately influenced by mother tongue but not seriously. A few grammatical and lexical errors, but causing confusion, such as “I want to go vocation in labombo beach is a nice place any people go there and the vocation of labombo beach was near from my house” as “ I want to go vocation in labombo beach because nice place, any people go the and so near from my house”.

Fluency (4) = Although she has to make an effort and search for words, there are not too many unnatural pauses, fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning, fair range of expression.

Comprehensibility (4) = clear but several interruptions are necessary to help him convey message or to seek clarification. Most of what speaker says is easy to follow. Her intention is always.

Respondent 13 (R13) post-test

T: where do you want to go on vacation?

R: I want to go vocation on batu papan

T: did you always go to vocation every weekend?

R: yes I always go vocation every weekend.

T: what experience in your life that is you never forget?

R: i never forget someone make me fall in love

T: did you have bad experiencw in your life?

R: yes i have bad rxperience in my life.

T: did you have terrible experience?

R: yes i have terrible experience.

T: could you tell me about it?

R: i fall from motorcycle.

Criteria of score components:

Accuracy (4) = her pronunciation is seriously influenced by mother tongue, but we can quite understand of what is she talking and her grammatical errors is less than in pre-test and the words are improve.

Fluency (4) = she still has an effort to for much of the times to search the words, but there are not too many unnatural pauses, fairly smooth delivery mostly.

Comprehensibility (5) = clear and listener can understand a lot what she said.

Respondent 16 (R16) posttest

T: where do you want to go on vacation?

R: I want to go toraja on vocation

T: did you always go to vocation every weekend?

R: yes. I often go vocation every weekend

T: what experience in your life that is you never forget?

R: when I go vocation together with my friends.

T: did you have bad experience in your life

R: yes I have

T: could you tell me about it?

R: I make my sister fall

Criteria of score components:

Accuracy (4) = her pronunciation is seriously influenced by mother tongue, but we can quite understand of what is she talking and her grammatical errors is less than in pre-test and the words are improve.

Fluency (4) = do not long pauses anymore and he speak fluently after treatment.

Comprehensibility (5) = the listener can understand a lot of what the speaker said.

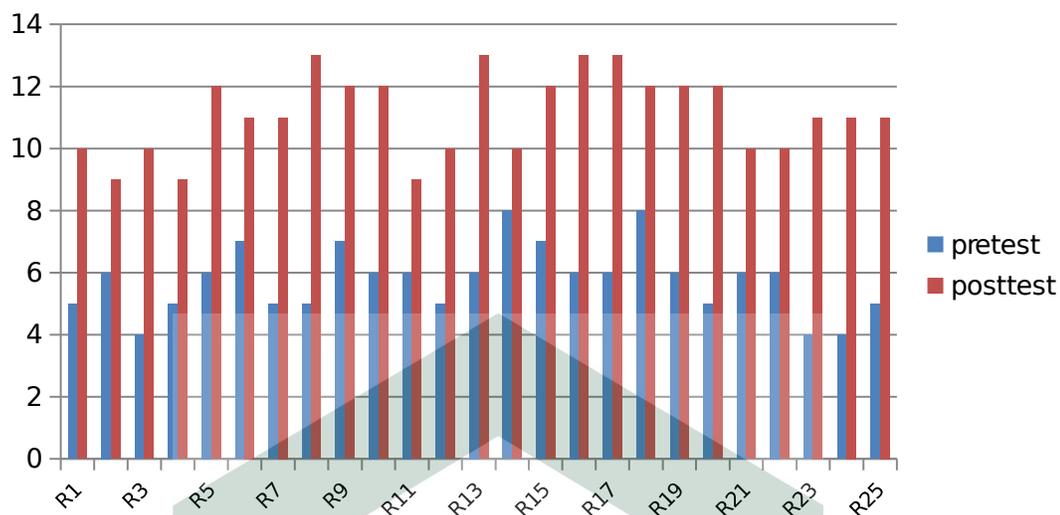
The data transcriptions above shows that there was improvement of the students` speaking skill after students got the treatments. The students` speaking skill was higher than before they got the treatments. It can be concluded that number head together method is effective in teaching speaking because of the number head together method can improve the students` speaking skill. Through number head together method the students` can be simulated and motivated to speak. The students can be easier to practice speaking through number head together.

To make easier to see the students` improvement in pre-test and post-test, the researcher presents the students` score in pre-test and post-test in a bar chart as follows:

Table 4. 23

Bar Chart of the Students` Score in Pre-test and Post- test

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The table 4.23 bar chart shows that there is significance difference of students' score pre-test and post test. It means that there is improvement of students' score from pre-test to post-test after they learn speaking through number head together method. The improvement of students' score shows that there is improvement of students speaking skill. It presents that the students' speaking skill increase after the learn by number head together.

Based on the result above and the mean score of students' speaking skill (accuracy, fluency, comprehensibility) in pre-test and post-test (see table 4.21), it can be concluded that number head together method effective in teaching speaking especially to improve the students' speaking skill of SMA Negeri 2 Palopo. It can be seen from the mean of students (11.0) in post-test was higher than the mean score of students (5,80) in pre-test.

In addition, during the learning process in treatments, most of the students got their motivation when they tried to speak in front of the class during the process learning. It occurs because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students were taught by number head together method was easier to present their ideas, opinions, and arguments.

In fact, by number head together method that students were more active in learning process to improve their speaking. The students can freely express and share their ideas and opinion about the problems that has been faced. Besides that they can work together with their friends to find out answer the question.

Number head together method could facilitate the students to have more motivation to used English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students and also they could practice how to solve the problems together. . Besides, the advantages of number head together method is to train students' speaking to formulate sentence based on material in teaching and provide mutual knowledge and students feel comfortably, because students could work together with friends.

According to the explanation above, it can be conducted that the use of number head together method to improve speaking skill was effective in teaching speaking. In addition this result most of students were very active in participation and activities during in learning process in number head together.

2. Analysis questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' response in learning speaking by number head together method, it indicates that there were most of the students very interested in learning speaking.

Learning speaking by number head together method was effective and interesting ways that could be applied in the classroom. Besides, number head together method could motivate the students' to improve speaking skill. In this method, the students' were expected to contribute ideas, opinion, feelings to others, tell about experience and answer the question, so that way students' could get new solution in speaking skill. This method could improve the students' vocabulary, make the students focus active during the learning process. By applying this method we could enjoy learning.

In addition the students' interest in learning speaking by number head together could be seen through the answer of the questionnaire by the students'. Having analyzed the result of students' responses toward the method applied by the researcher in this research, the data shows that there were 40% students choose strongly agree, 32% students choose agree, 4% students choose disagree and none students choose strongly disagree. Many students choose positive choices in all the statements, it concludes than students at the tenth class year of SMA Negeri 2 Palopo gave positive response to this method.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

This chapter presents about conclusions and some suggestions related to the findings and the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher gives conclusion as in following:

1. Number head method is effective to improve the students ability in speaking skill at the tenth class students of SMAN. 2 Palopo. It is proved by calculating the difference of both tests (pre-test and post-test) by using test. Analysis were, the result of t-test (16.016) and t-table (2.064). It means that there is significant difference between students` ability before and after giving treatment. It could conclude that number head together method can improve students to speak.
2. Having analyzed the result of students` response toward this method applied by the researcher in this research, the data shows that many students chose positive choices in all the statements. It shows that the students gave positive response to this method. Based on the data, the researcher concluded that the students at the tenth class students of SMAN. 2 Palopo were interested in learning speaking through number head together method.

B. Suggestions

Successful in teaching did not depend on the lesson program only, but more important were how the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The method also helped the teacher and lecturer, and giving much opportunity for students to be active in teaching learning process. Regarding to the teaching speaking by number head together method, the researcher gave some suggestion for the teacher and students as follows:

1. For the lectures, teachers, and the next researcher that want to use number head together method in teaching speaking the teacher has to prepare card number and interesting topic. So the students can enjoy practice spaking and the student will speak more because they have get motivation that is given by teacher.
2. Suggestion for the students, the students must have spirit to learning English, they should still be more active to speak in class and should have braveness to express their ideas and do not be shy or afraid to make grammatical error in speaking because they know to have a good speaking they have to always practice. Besides that, students have to bring English dictionary in every meeting.

Finally, the researcher realized that this thesis were far from being perfect and because of that; constructive critics and advice was really expected for the perfection of the thesis. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the readers would have more information about number head together method. This research could be one of the references for the next researcher activities to improve students speaking skills.

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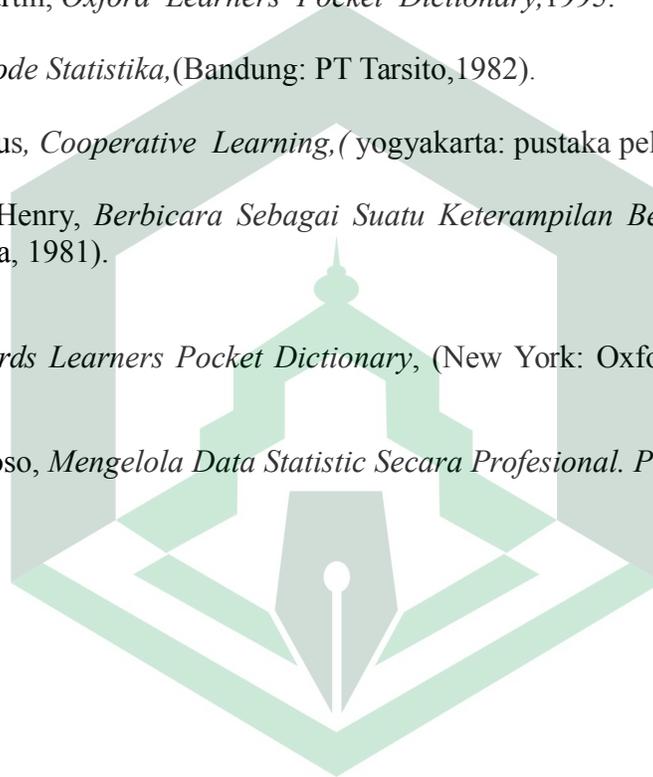
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