

The Effectiveness of Numbered Heads Together in Speaking Skills Of Recount Text at Eighth Grade Students In Mts Annur Baiturrahim Seppong

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ABSTRACT

The purpose of this research was to find out whether the use of numbered heads together was effective in speaking skills in recount text for class VIII students at MTS Annur Baiturrahim Seppong. In this research, researcher used a quantitative research approach with the pre-experiment research method and the design used was one group pretest and posttest design. The samples of this research were ten students in class VIII consisting of six males and four females. Instrument in this research was an oral test. The results of the students' pretest and posttest obtained would be calculated and analyzed use SPSS 21. The results of this research, that score was obtained by students from pretest to posttest showed that posttest result was higher than pretest. The highest score on the pretest was 68, while the lowest score was 48. With an average value = 55.9, standard deviation was 7.156 as well standard error was 2.263. While the highest score on the posttest was 85 and the lowest score was 62, the average value was 71.2, standard deviation was 7.33 and the standard value error was 2.318. Next, the results of the hypothesis test used sample paired t-test which shows that the t table was lower than the t value was $2.262 < 25.619$. It means that the alternative hypothesis was accepted and the null hypothesis was rejected.

Keywords: numbered heads together, speaking skills, recount text

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan numbered heads together efektif dalam kemampuan berbicara pada recount text siswa kelas VIII di MTS Annur Baiturrahim Seppong. Dalam penelitian ini, peneliti menggunakan pendekatan penelitian kuantitatif dengan metode penelitian pre-experiment serta desain yang digunakan adalah one group pretest and posttest. Jumlah sampel yang digunakan dalam penelitian ini, adalah sebanyak sepuluh siswa kelas VIII yang terdiri dari 6 laki-laki dan 4 perempuan. Instrumen yang digunakan dalam penelitian ini adalah tes lisan. Hasil dari pretest dan posttest siswa yang diperoleh akan dihitung dan dianalisa menggunakan bantuan SPSS 21. Hasil dari penelitian ini, menunjukkan bahwa hasil posttest lebih tinggi daripada pretest. Skor tertinggi pada pretest adalah 68, adapun skor terendahnya adalah 48. Dengan nilai rata-rata = 55.9, standart deviasinya adalah 7.156 serta standart erornya adalah 2.263. Sedangkan skor tertinggi pada posttest adalah 85 dan skor terendah adalah 62, nilai rata-ratanya adalah 71.2, standart deviasinya adalah 7.33 serta nilai standar eror adalah 2.318. Selanjutnya, hasil dari uji hipotesis menggunakan sample paired t-test yang menunjukkan bahwa t table lebih rendah dari nilai t yaitu $2.262 < 25.619$. Ini berarti bahwa hipotesis alternatif diterima dan hipotesis nol ditolak.

Kata-Kata Kunci: numbered heads together, kemampuan berbicara, teks recount

INTRODUCTION

The four parts of language abilities are speaking, reading, writing, and listening. One of the most crucial abilities in communication is speaking. Anyone cannot convey their ideas to others without communicating. One of the abilities that anyone need to develop is speaking. Speaking exercises in the classroom can include speeches, interviews, and dialogues. According to Savage in Marianne's (2001:101), speaking is seen as the key skill; learners don't learn to speak English, they will have trouble in speaking. In the age of globalization, being able to communicate with the community at large requires the ability to speak English. Therefore, the Indonesian state has made English a language that must be taught in formal educational institutions. However, the implementation of English language teaching in schools did not always go as smoothly as expected. Most of the students complain that using their English in everyday situations is hard. The Netherlands has the highest rank in English Proficiency in the world this year, according to Education First's (EF) release of the 2020 English Proficiency Index report, with a score of 625 (very good). With a score of 453, Indonesia was rated 74th globally and 15th in Asia, as explained below. Both linguistic and non-linguistic variables might contribute to English-speaking. Difficulties in English speaking may be caused by aspects i.e. linguistics and non-linguistics. Speaking is one of the skills that students need to improve. Speeches, interviews, and dialogues can all be used as speaking prompts in the classroom. However, a few students still find it difficult to speak in front of the class. One of the factors is a lack of confidence. The only person actively involved in the learning process is the teacher, which makes learning dull and disabling. Previous researchers had also identified the problem. According Siti Salihun (2019), her research showed that the difficulties that students have in speaking were inhibition, nothing to say, low, uneven participation, and mother tongue use. Adit (2019) states that it was found that some students choose to stay silent because of anxiety about speaking poorly. They are worried about being made fun of by their friends. This has an impact on the way students think when speaking English.

Zhang (2010) states that because cooperative learning may be used to increase the efficiency of the learning process, it can help students in improving their reading abilities and provide additional opportunities for communication. The teacher can select from a variety of teaching methods to help students develop their speaking abilities, including jigsaw, talking sticks, numbered heads together (NHT), think pair and share (TPS), and make a match. In this study, the researcher chose to use "numbered heads together" (NHT) due to the variety of cooperative learning strategies. Students can improve their speaking abilities by using this learning strategy because each student offers the chance to learn and use them. The teacher must as whole tackle problems that commonly arise during the learning process. Numbered heads together can improve speaking skills and make it easier for students to understand the subject.

This phenomenon also occurs at MTs Annur Baiturrahim Seppong, there are still students who experience problems in learning English. When making direct observations of

the research site, it turned out that there were still many students who felt afraid to speak English in front of their friends. It may be that they lack habituation when learning English in the classroom and regions that are indeed thick with tribal language. Meanwhile, the successful way to be able to speak English is by habituation. Through the research, the researcher wants to use the Numbered Heads Together learning method to help students in solving their speaking difficulties. Hopefully through NHT students will become more active and excited in the learning process. The use of Numbered Heads Together (NHT) is a type of cooperative learning that conditions students to think together in groups where each student is assigned a number and has the same opportunity to answer problems posed by the teacher through random numbers. In addition, the Numbered Heads Together (NHT) type cooperative learning model was developed by Russ Frank. The purpose of Numbered Heads Together (NHT) is to give students the opportunity to share ideas with each other and consider the most appropriate answers, while also increasing the spirit of student cooperation. Numbered Heads Together (NHT) can be used for all subjects and grade levels. Rahmi and Syaputra (2015) state that the learning strategy Numbered Heads Together is more focused on how students explore analyze, and report information from diverse sources before presenting it to the class.

There have been a few previous studies done by other researchers. First, research was conducted by (Hidayati, 2022) titled "The Effectiveness of Using Numbered Heads Together (NHT) Strategy in Teaching Speaking at First Grade of MAS Darul Makmur Sungai Cubadak". Based on the result of the research, it was revealed that Numbered Heads Together strategy was effective in teaching speaking. It could be seen from the results of the researcher's interview with the teacher who used Numbered Heads Together strategy, and also it could be seen from the result of the observation sheet and was supported by an average student learning outcome in speaking which reached 82.770%. It could be said that the Numbered Heads Together Strategy was in a very effective category. Second, research conducted by (Hidayah et al., 2021), titled "The Effectiveness of the Numbered Heads Together (NHT) Learning Model in the Exposition Text Writing Skills of MA Darul Istiqamah Lappae Kabupaten Sinjai". The results of the research data analysis showed that the application of the NHT (Numbered Heads Together) learning model was more effective than the conventional learning model in learning to write Indonesian exposition texts. It was evident from the results of t count $>$ t table or $2,369 > 1,995$ so it could be concluded that the hypothesis test H_1 was accepted and H_0 is rejected, namely the NHT model was effectively used in learning to write exposition texts. Third, the research in this year by (Manado, 2022) the title of the research was "The Use of Numbered Heads Together (NHT) to Increase Students' Reading Comprehension on Narrative Text at SMP Negeri 1 Langowan". The result of the research shows that the score of the students in post-test were higher than the students' score in pre-test. The mean score of pretest was 48,03 while the mean score of posttest was 74,82. It was clear that the result of post-test was better than pre- test.

This research is different from the previous studies in some points. First, previous studies had mostly used numbered heads together at the senior high school level. Second, they mostly focus on reading and writing skills. Third, they are using qualitative research method. This research is interested in conducting research to use of numbered heads together in junior high schools with a focus on teaching speaking skills of recount text. Third, they are using true experiment and qualitative research method. It can be concluded that numbered heads together have a positive impact on the learning process. This NHT has a relationship with teaching speaking students to be more able to exchange ideas and answers so that communication is established to solve problems and answer questions orally. Then this NHT can also be applied in the teaching of recount text. Given that in the recount text there are several things that must be understood both in terms of understanding the concept and practice. Because, with the help of this strategy, students can work in groups to solve issues or answer questions while also sharing the information they know with others. Therefore, the researcher will conduct on title "The Effectiveness of Numbered Heads Together in Speaking Skills of Recount Text at Eighth Grade Students in MTs Annur Baiturrahim Seppong".

LITERATURE REVIEW

Numbered Heads Together

1. Definition of Numbered Heads Together

Numbered Heads Together (NHT) method was developed by Spencer Kagan in 1992. This method goes even further Student activities to search, process and report information. Finally, it was presented in the form of an explanation in front of the classmates. numbered heads Together (NHT) can also be interpreted as a shared task structure. A sense of unity among the members of the group. Individuals must make the choices they have to make when they choose a job Together, competitive or individual. Benefits of use this Numbered Heads Together (NHT) method is essential in creating a learning environment that is comfortable and easy for students to understand. through skills in student discussion, it is expected that every student knows the answers given. It is in this group that students will work together to prepare all the right answers so that students are automatically able to answer the teacher's questions. If there is a student who has more abilities then he can become a peer tutor for his peers who lack understanding of the material taught by the teacher. with the use of the Numbered Heads Together (NHT) method in the classroom. Students usually study in small groups at different levels and differences of background education. The emphasis should be cooperative in groups, respect the opinions of members, another group, a member of the group, dare to ask, dare to express opinions. Deep collaboration It is this group that will later measure the success of the program group to achieve the same goal.

2. Benefit of Numbered Heads Together

First, occurrence of interaction between students through discussion or students together in solving the problem at hand. Second, both smart students and weak students

alike benefit through cooperative learning activities. Third, with this cooperative work, the possibility of construction knowledge will be greater or more likely for students to be able to come to the expected conclusion. Fourth, to provide great opportunities for students to use questioning, discussing, and developing talent skills leadership that is inherent in each student.

3. Steps of Numbered Heads Together

According to (Hastari, 2012) the six steps that will be listed as needed this research the six steps are:

- a. Students are divided into groups and each student in each of his groups gets a sequence number.
- b. The teacher gives assignments, and each group does the work problems.
- c. The group decides on the answer that is considered the most correct and make sure each member of the group knows the answer.
- d. The teacher calls one of the numbers and the numbered student reporting the results of group work.
- e. A response from another student, then the teacher points to a number other.
- f. Create a conclusion about the material.

Speaking

1. Definition of Speaking

Speaking is a way to share information, ideas or knowledge between the speaker and the listener. Information delivered orally is acceptable to the listener if the speaker is able to convey it properly and correctly. With thus, the ability to speak is a very factor affect a person's proficiency in conveying information oral. (Rodrigo Garcia Motta, Angélica Link, Viviane Aparecida Bussolaro et al., 2021). One of the skills that must be mastered by students is speaking skills. This is necessary because it does not rule out the possibility of once a student encounters a problem that must go through with speech. In this case, the role of speaking is very dominant. By establishing good communication with people must begin by boldly sharing certain ideas, knowledge and intentions. This can be done if you have good speaking skills. According to Khairuddin (2007) The Nature of Speaking is highly functional knowledge in understanding the ins and outs of speaking. Human beings live always in groups ranging from small groups to large groups in their groups interact with others, in order for the impact to interact well, the ability to speak can unite with other members of society. The main purpose of speaking is to communicate.

2. The Aims of Speaking

The LBB SSC Intersolution Team (2006:84) argues that the aims of speaking is to:

- a. Tell something to the listener, it is the main aim of speaking to convey ideas, and knowledge to others by using easy-to-understand language.
- b. Convincing or influencing the listener, meaning that in speaking one must convince the person that what is conveyed has an influence on others.

- c. Entertain the listener, another purpose of speaking is to entertain the speakers regarding the topic of the conversation that is being carried out.

3. The Aspect of Speaking

- a. Vocabulary is key in speaking. without mastering a lot of vocabulary then one cannot express certain ideas or information to others. Hearing will be more aroused and will understand better, if the words used are words that already known to listeners,
- b. Fluency is proof that a person masters the language. It will help the speaker to more easily understand the interlocutor.
- c. Intonation , person who has the power of intonation in speech has its own charm. others will be interested in listening to the delivery of your ideas and ideas because of the interesting way they are conveyed.
- d. Mimic, determining the right mimic is important in speaking. one must use it in a manner and according to its placement. For example, when delivering sad news, it is conveyed with a sad face mimic.
- e. Pronunciation, speaker must refract himself pronouncing the sounds of the language precisely. Pronunciation of phonics which is not quite right, can distract the listener. Of course, the speech patterns and articulations we use are not always the same.

Recount Text

1. Definition of Recount Text

A recount text is a type of text that describes or narrates an event that occurred or a past event. usually concerns accidents, activity reports, site visits, or other experience. From the above understanding, we can know the text of this story is an event that happened in the past. specifically said person's personal experience. Bima and Kurniawati (2005) stated that the text is an event expressed in the form of to provide information or entertain readers. Thus, we can come to the conclusion that the text recount is a text that recounting events and events of a comforting nature reader.

2. Generic Structure

- a. Orientation: Introduction to when, and where events happen.
- b. Events: This section contains a sequence of events written by chronological
- c. Reorientation: This section is a closing section usually containing opinions/feels the author about the events told.

3. Social Function of Recount Text

Anyone could retell past events using Recount's function. Informing and entertaining the audience is the recount's main objective. Generally, the story's narrator tells how the events have impacted him or her personally.

4. Language Features of Recount Text

- a. Using pronoun, example: The cat, lisa, ida, etc
- b. Using action verb, example: take, go, invite, etc

c. Using past tense, example: Irma went to the beach with family.

METHOD

This research used a quantitative research approach with the pre-experiment research method, namely there was only one experimental class without a control class. In experimental research, researcher find out how much influence the originality of a treatment given to students had on students' speaking skills. The subject of this research were the eighth grade students of MTS Annur Baiturrahim Seppong. The class consists of 6 males and 4 females. The sampling in this research used non-probability sampling because it only used one class, namely eighth grade with a population of less than 30. Therefore, researcher used the T-test analysis to see the results of using NHT in teaching students' speaking skills. The research design in this research was the one group pre-test post-test design. Where a pre-test was given at the beginning before the treatment and a post-test at the end after the treatment, the researcher knew the differences in the accurate results of the two. The reason for selecting this research design was because the researcher wanted to look for the effect of a change with the treatment given to the research subject.

RESULT

Table 1. Result of Pretest and Posttest Score

No.	Code of Students	X	Y	D = (y-x)	D^2
1	A	60	74	14	196
2	B	48	62	14	196
3	C	54	71	17	289
4	D	60	77	17	289
5	E	54	71	17	289
6	F	65	77	12	144
7	G	48	65	17	289
8	H	54	68	14	196
9	I	68	85	17	289
10	J	48	62	14	196
Σ		559	712	153	2.373

Based on table 1, results of the students' pretest could be seen before being given the nht treatment at the beginning of the meeting. From the data, the total score was 559, with an average was 55.9, with the highest score of 68 and the lowest score of 48. The standard deviation value was 7.156, and the final result of the standard error was 2.263. Meanwhile, based on the results of the students' posttest could be seen after being given the nht treatment at the end of the meeting. From the data, the total score was 712, with an average = 71.2, with the highest score was 85 and the lowest score was 62. The standard deviation value was 7.33, and the final result of the standard error was 2.318.

Table 2. Normality test of pre and post test

One-Sample Kolmogorov-Smirnov Test		pretest	Posttest
N		10	10
Normal Parameters ^{a,b}	Mean	55,90	71,20
	Std. Deviation	7,156	7,330
Most Extreme Differences	Absolute	,205	,114
	Positive	,205	,114
	Negative	-135	-105
Kolmogorov-Smirnov Z		,647	,362
Asymp. Sig. (2-tailed)		,796	,999

a. Test distribution is Normal.

b. Calculated from data.

Based on the table 2, used the Kolmogorov-Smirnov with level significance was 0.05. Based on the data above, it showed that (0.796>0.05) and (0.999>0.05). Therefore, it could be concluded that the data distribution was normal.

Table 3. Result of Paired Sample T test

Paired Samples Test							
pretest – posttest	Paired Differences			95% Confidence Interval of the Difference		Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error	Mean	Interval of the Difference		
	-15,300	1,889	,597	-16,651	-13,949	-25,619	
	Lower			Upper			9 ,000

Based on the table 3, performing calculations using SPSS version 21 showed that the average result was 15.3. The standard deviation value was 1.889, and the standard error value was 0.597, while the t-test value of the data was 25.619.

DISCUSSION

1. The result of pretest students' speaking skill

In the previous section, it was known that the highest score in the pretest results for class VIII students at MTs Annur Baiturrahim Seppong was 68. The lowest score in the pretest results was 48. With an average value was 55.9, the standard deviation was 7.156 and the standard error value was 2.263. This showed that the pretest results of class VIII students at MTs Annur Baiturrahim Seppong could be categorized as sufficient in speaking skills. For more details, the researcher would describe the ten samples. Students who got a score (56-70) were seven students who fall into the sufficient category in speaking skills.

Students who got scores ($50 \geq$) were as many as 3 students fall into the category of lacking in speaking skills.

2. The result of students' speaking skill

The posttest results for class VIII students at MTs Annur Baiturrahim Seppong were 85. The lowest score from the pretest results was 62. With an average score was 71.2, the standard deviation was 7.33, and the standard error value was 2.318. This showed that the pretest results of class VIII students at MTs Annur Baiturrahim Seppong could be categorized as good in speaking skills of recount text. For more details, the researcher would describe the ten samples. Students who got scores (71-85) were six students who into the good category in speaking skills. Students who got scores (56-70) were as many as four students who fall into the sufficient category in speaking skills. For students who got a score ($50 \geq$) is as much as 0 students. The post-test results for these students were higher than the pretest results for students. It could be seen that the average posttest score was 71.2 while the average pretest result was 55.9. It means that the numbered heads together strategy is effective in speaking skills of recount text at eighth grade students in MTs Annur Baiturrahim Seppong.

3. Inferential analysis interpretation

It could be seen from the value of Asymp. Sig. (2-tailed) from the pretest results is 0.796 higher than the value of 0.05 ($0.796 > 0.05$). As for the results of Asymp. Sig. (2-tailed) posttest is 0.999 higher than the value of 0.05 ($0.999 > 0.05$). This means that the sample was taken from the population was normally distributed.

4. Hypothesis test interpretation

In the previous section, it was stated that the hypothesis in the research was "numbered heads together is effective in speaking skills of recount text at eighth students in MTs Annur Baiturrahim Seppong." From the previous analysis, it showed that the total of samples used in this research was 10 with a significance level of 0.05, and a t-value of -25.619. Then the researcher would look for a t-table with $n = 10$, a significance value of 0.05 and a value of degree of freedom is 9, so a t-table value of 2.262 was obtained. Finally, it could be seen that the t-table was lower than the t-value, which was $2.262 < 25.619$. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This mean that numbered heads together (nht) was effective in speaking skills of recount text at eighth grade students in MTs Annur Baiturrahim Seppong.

CONCLUSION

Based on the statistical results that had been explained in the previous chapter, it could be concluded that numbered heads together effective in speaking skills of recount text. By used the numbered heads together strategy, this could make more students confident and more active in the process of learning English. Besides that, the numbered heads together was a cooperative learning model so that students could foster better cooperative relationships with their group mates and raise the courage of each student to be able to speak in front of the class. Not only that, during the learning process, researcher could also pay attention to the speaking

element when they talk about their experiences in front of his friends. It could be seen in the results of the students' pretest before giving the treatment and the results of the students' posttest after giving treatment. In the previous chapter, it showed that the students' post-test results were higher than the students' pretest results. This means that the numbered heads together learning strategy was the right solution for both teachers and students in the class so that the learning process was more effective. In addition, this conclusion has been proven by statistical calculations of several data that have been carried out by researcher. Enhancement score obtained by students from pretest to posttest showed that the posttest result was higher than pretest. The highest score on the pretest was 68, while the lowest score was 48. With an average value = 55.9, standard deviation was 7.156 as well standard error was 2.263. While the highest score on the posttest was 85 and the lowest score was 62, the average value was 71,2 standard deviation was 7.33 and the standard value error was 2,318. Next, the results of the hypothesis test used sample paired t-test which shows that the t table was lower than the t value was $2.262 < 25.619$. It mean that the alternative hypothesis was accepted and the null hypothesis was rejected. Finally, it could be concluded that the numbered heads together (nht) learning strategy was effective in speaking skills of recount text at grade students of MTs Annur Baiturrahim Seppong.

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