



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking skill is challenging to be mastered because it covers all of English elements. (Turk C, 2003, p.20) states that spoken language is the first form of communication between human beings. From that statement, it can be concluded that speaking is a stage of language mastery where people can express ideas, feeling, and thought. In speaking, people should construct the ideas fluently and contextually to make it understandable so that other people can catch the meaning or the purpose.

In relation with teaching speaking at school, the standard competence of school-based curriculum for speaking that should be mastered by first grade students of junior high school is that the students must be able to express the meaning of very simple transactional and interpersonal conversation to interact with immediate environment. Meanwhile, for the basic competence, the students are able to express the meaning of the transactional conversation (to get things done) and interpersonal (social) in order to use a variety of simple spoken language accurately, fluently, and accepted to interact with the immediate environment. In Junior High School (SMP) 2 Rambah Samo, English was taught twice a week with the duration 80 (2x40) minutes.

Based on the preliminary observation on January 10, 2017, the researcher interviewed an English teacher named Mr. K (initial) at Junior High School (SMP) 2 Rambah Samo, he said that in English teaching and learning process

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

tended to be teacher-centered and Individual practices were mostly used in the classroom. But in fact, there were some of students who faced some problems and difficulties in speaking when teacher asked student spontaneously. From the observation, researcher observed that:

1. Some of the students had difficulty in expressing their ideas spontaneously.
2. Some of students were still difficult to comprehend the topics in speaking.
3. Some of the students tended to keep silent in speaking class.
4. Some of the students could not choose the correct vocabulary to express an idea.
5. Some of the students were reluctant to speak or participate in speaking class.
6. Some of the students' intonations were also flat.
7. Some of the students often did not say the English words properly.
8. Some of students had less fluency in speaking.
9. Some of students made inaccurate pronunciation.
10. Some of the students did not pass in oral task, the standard score for speaking is 70.

Based on the phenomena above, the researcher assumed that most of students at Junior High School 2 Rambah Samo still had difficulties in speaking. So, the researcher would like to apply a technique of Cooperative Learning to help students in speaking namely Numbered Heads Together.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Cooperative Learning Method is a successful method in which small teams, each with students of different levels of ability, use a variety of learning to improve their understanding of a subject. Slavin states that in cooperative learning method, students work together in four member teams to master material initially presented by the teacher (as cited in Isjoni, 2011). From this statement we can conclude that cooperative learning is a method where learning and working in a small group consist of 4 until 6 members collaboratively and which is able to stimulate students more interested in learning process, especially in speaking.

Here the researcher used one of the techniques in Cooperative Learning Method, namely: numbered heads together (NHT). According to Kagan in (Verawaty, 2016, p. 3), the NHT technique can solve several problems in learning, it forces each group to take responsibility for the learning of each of its members, it ensures that one student in the group does not do all the work while the others sit passively by, it prevents a few students from volunteering all the answers to the teacher's questions, and it guarantees that all students have an equal chance of being called on. By using this technique, it is hoped that NHT can help students' speaking ability.

Based on the explanation and the problem above, the researcher is necessary to conduct a research entitled: "**The Effect of Numbered Heads Together Technique on Students' Speaking Ability at The First Year of Junior High School 2 Rambah Samo**".



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. The Problem of Research

1. Identification of the Problem

To identify the problems that occurred at Junior High School 2

Rambah Samo, following activities had been done: interviewing the English teacher and observing the English teaching and learning process in the classroom. Based on the observation and interview, some problems were found in the classroom. The identification of the problems is presented as follows.

The first problem was related to the students. The students were not active during the classroom activities. Most of the students made many noises by talking each other during the lesson, even when the teacher was in the classroom. However, they just kept silent when the teacher asked questions to them. There were only some students actively involved during the lesson. Besides, the students seemed not enthusiastic to practice speaking in English. It could be seen when the teacher asked them to perform in the class, most of them refused to do it. They were afraid of making mistakes. The students were reluctant to speak English. It could be seen that during the lesson, they used Indonesian even Malay instead of English.

Moreover, the students were lack of vocabulary so that they did not know the meaning of most English words and sentences. Based on the interview with the students, they also had problem in pronunciation.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

When they were asked to pronounce some English words, they could not pronounce the words correctly.

2. Limitation of the Problem

The researcher considers the limitation of this research, because of limited time, finance, and knowledge of the research, it is necessary for the researcher to limit the problem. The researcher needed to limit and focus on solving students' problem in speaking ability especially in vocabulary, grammar, fluency, pronunciation, and comprehension.

3. The formulation of the problems

From the limitation of the problem above, the problem will be formulated into the research questions:

1. How is students' speaking ability taught by using numbered heads together technique at the first year of junior high school 2 Rambah Samo?
2. How is students' speaking ability taught without using numbered heads together technique at the first year of junior high school 2 Rambah Samo?
3. Is there any significant effect on speaking ability taught by using and without using numbered heads together technique at the first year of junior high school 2 Rambah Samo?



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Objective and Significances of the Research

1. Objectives of Research

Based on the previously formulated problem, there are three objectives to be reached in this research:

- a. To know students' speaking ability taught by using numbered heads together technique at the first year of junior high school 2 Rambah Samo.
- b. To know students' speaking ability taught without using numbered heads together technique at the first year of junior high school 2 Rambah Samo.
- c. To know whether there is or not a significant effect of using numbered heads together technique on students' speaking ability at the first year of junior high school 2 Rambah Samo.

2. Significances of the Research

Related to objectives of the research above, the significance of the research is as follows:

- a. To give information to the teachers about effect of using numbered heads together technique on students' speaking ability.
- b. To encourage the researcher's knowledge to conduct research as a novice researcher.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. To give an alternative source and references to other researchers in their attempts to study numbered heads together technique on students' speaking ability.

D. Definition of the Term

In order to avoid the misunderstanding and misinterpretation of this research, the definition of the term is importantly viewed to clarify.

a. Effect

Effect is a change that somebody or something causes in somebody or something else or a result. In this research effect is to refer the implication of two different variables (X and Y) in quasi-experimental research (Hornby, 2005, p. 38). Variable X is referring to the use of Numbered Heads Together technique and variable Y is referring to the students' speaking ability. It means that effect is referring to the implication of using Numbered Heads Together technique toward students' speaking ability at the first year of Junior High School 2 Rambah Samo.

b. Speaking Ability

Speaking is one of four skills in teaching learning process. According to Cameron in Wahyudi (2013) speaking is the active use of language to express meaning so that the other people can make sense of them (p. 3). Regarding the idea, (2010) Hornby state that ability is the fact that somebody is able to do something. Speaking ability is a component

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

language user or learners in having oral interaction to negotiate the meaning so that the listener can understand what the speaker means.

c. Numbered Heads Together

According to Kagan (2009), the NHT technique can solve several problems in learning, it forces each group to take responsibility for the learning of each of its members, it ensures that one student in the group does not do all the work while the others sit passively by, it prevents a few students from volunteering all the answers to the teacher's questions, and it guarantees that all students have an equal chance of being called on (as cited in Verawaty, 2016). Numbered head together in this research is a technique used by researcher to know its effect on students' speaking skill.

E. The Reason for Choosing the Title

1. The title is interesting and the researcher wants to know about the effect of using numbered heads together technique on students' speaking ability.
2. As far as the researcher knows, the title has not been researched yet.