

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH NUMBERED HEADS TOGETHER STRATEGY AT GRADE XI SMA N 1 BATANG ANGKOLA

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requeement of the Degree Education (S.Pd.) in English Program

Written By:

MARIA Reg. No. 13 340 0091

ENGLISH EDUCATIONAL DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2017



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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Maria, entitle *Improving Students' Speaking Ability Through Numbered Heads Together Strategy at Grade XI SMA N 1 Batang Angkola*, we assume that the thesis has been acceptable to complete the requirement to fulfill for the Graduate Degree of Education (S.Pd), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumWr. Wb.

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ABSTRACT

This research was talking about improving students' speaking ability at grade XI SMA Negeri 1 Batang Angkola in the Academic Year of 2017/2018 through Numbered Heads Together Strategy. The research is done to solve the students' problems in speaking ability. The purposes of this research were: to describe the students' improvement in speaking ability through numbered heads together strategy at grade XI SMA N 1 Batang Angkola and to identify the factors which influence students' speaking ability through numbered heads together strategy at grade XI SMA N 1 Batang Angkola and to identify the factors which influence students' speaking ability through numbered heads together strategy at grade XI SMA N 1 Batang Angkola.

This research was categorized into action research that consisted of two cycles. This research used model proposed by Kemmis that involved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were 23 students in grade XI IPA-1 of SMA Negeri 1 Batang Angkola. The techniques of data collection were test, observation and interview.

Based on the result of the research, researcher found that the students' speaking ability was improved. It was supported by the result in the cycle 1 was 66.09(21.74%) and in the cycle 2 was 77.91(73.91%). So, students' improvement in speaking ability by using Numbered Heads Together strategy was high category. Then, some factors that influence speaking ability through numbered heads together strategy were most of students difficult to pronounce the words, students' difficult to building words, students difficult to searching adequate words, students' difficult to speaking English fluently and students difficult to understanding the words.

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بِسْمِ ٱللهِ ٱلرَّحْمَنِ ٱلرَّحِيمِ

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May Allah, the almighty bless them all. Aamiin.

Padangsidimpuan, 2017 Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of important skill in every language. Speaking is one of the four language skills that used to communicate orally. Speaking should be mastered by students besides listening, writing, and reading. Speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialog by two or more people. In speaking, there is a process of communicate between speaker and listener. People put ideas into words, talking and expressing about perceptions and feeling that they want the other people to understand.

Speaking is one of language skills in which the function as the students' target language as communication tool. Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context.

Speaking has some of significances in our life. The first; speaking is to express the idea. Speaking is one way that often used and more understandable to communicate. It is known speak to share and express our thoughts, feeling, opinion, and desires. When someone speaks something, they will interact and use the language to transfer idea. It is known that express our thought and felling by speaking. Therefore, it can transfer to other people about opinion. Speaking is important to be learned mastered by every individual. Speakers use language to communicate to others, and the interaction has the purpose of influencing the listeners.

The second, speaking is to share the knowledge and experience. Speaking is not only for express the idea but also for share the knowledge and experience. When two or more people interact each other they do not only share about the information, knowledge and experience. But, they receive the new information, knowledge and experience.

The last, speaking can activate of brain directly. Because, the speaker does not have much time to thinking what will be said to other, it is directly without preparation. Based on illustration above, it has showed that speaking is needed and as a necessary for everybody in daily activity especially as a students' who is learning English.

Even though speaking is one of important skill in English language but in fact, speaking was one of problem at SMA Negeri 1 Batang Angkola. There were some problems in students' speaking ability. The first, students' speaking ability was low. The teacher said that the students were low in speaking ability, and the proof was from the students' result rapport. Based on the constitution of National Education System, passing grade of English senior high school was 75 for all subjects and skill included speaking skill, and the students in SMA N 1 Batang Angkola got the result average in 60-75 in speaking ability. It can be concluded that the students' speaking achievement still low.

The second, students' vocabulary and grammar were low. When the teacher ordered the students to tell about their experience by English language, they feel hard to telling, explain, and express their idea correctly. Because, they were lack in vocabulary and do not know about the grammar. Therefore, they do not know what they want to speak out.

The third, students still used their mother tongue. The students' interacted and communicated to other with their mother tongue and Indonesian language in speaking English learning process. They also often use Indonesian language when they discuss about English language in classroom. It made the students difficult in practicing English.

The last, teachers' strategy was not suitable in teaching speaking skill in the class room. The teacher still used the traditional technique as lecture systemic. The traditional technique usually made the student lazy and bored. Because, when teaching the English subject the teacher only using the explanation technique and the students passive so that made the students bored.

Furthermore, the problems above might be solved by the teacher. It purposes were to solve the problems in the classroom, to avoid the weakness of the students, and to improve students' speaking ability. In solving the problems we needed some strategies. There were some suitable strategies for teaching speaking, they were: pair work, role play, story mapping, numbered heads together, demonstration and etc.

The researcher interested to choose numbered heads together to improve the students' speaking ability. Because, numbered heads together is training and asking the students to create a same perception in the group, and numbered heads together can create students creativity in thinking. Such as, the research of Identit Vigur Prasetyo in Department of English Education¹. He said that Numbered Heads Together was applied in the teaching and learning process could encourage the students to be confident in speaking English. NHT accommodates the students with the group discussion before they perform independently. It helps them to make their performances better. Through the discussion with their friends. students could have the opportunities to communicate interactively and share their comprehension about the learning materials. Therefore, the Numbered Heads Together strategy is very beneficial to be implemented in the teaching and learning process, especially speaking.

So, the aim of English teaching learning is gotten. Then, the researcher's reason to use numbered heads together that numbered heads together has not ever been used by teacher in teaching speaking in the

¹IdentitVigurPrasetiyo, "Improving Speaking Skill of Grade VIII B Students of SMP Negeri 1 Jogonalan through Numbered Heads Together Strategy in the Academic Year of 2014/2015", (UniversitasNegeri Yogyakarta, 2015), p. 84. <u>http://mjal.org/journal/coop.pdf</u> retrived on November 23rd 2016 at 10.00 pm.

classroom. The most of teacher used role play method, drill and practice method in teaching speaking.

By looking at discussion above, the researcher believed the important of conducting a classroom action research which purpose to improve students' speaking ability. the researcher was interested to choose the location at SMA N 1 Batang Angkola that is with the topic. "Improving Students' Speaking Ability Through Numbered Heads Together Strategy at Grade XI IPA-1 in First Semester of the Academic Year 2017/2018 SMA N 1 Batang Angkola".

B. The Identification of the Problem

Based on the background above there were some problems of students' speaking ability as follow: students' speaking ability was low, students' vocabulary and grammar were low, students used mother tongue and Indonesian language when they studied English, and teachers' strategy was less suitable in teaching speaking skill in the classroom.

C. The Limitation of Problems

There are some suitable strategies in teaching speaking: they are pair work, role play, story mapping, numbered heads together, demonstration and etc. So, this research is basically limited to numbered heads together strategy. In this research, the researcher focused to see the Improvement of Students' Speaking Ability through Numbered Heads Together Strategy.

D. The formulation of the Problem

Based on the above limitation of problem, the problem of the research can be formulated as follows;

- 1. To what extent does numbered heads together can improve students' speaking ability at grade XI SMA N 1 Batang Angkola?
- 2. What does the factors which influence students' speaking ability through numbered heads together at grade XI SMA N 1 Batang Angkola?

E. The Purpose of the Research

Based on the formulation of the problem above, the purpose of the research as follow:

- 1. To describe the improvement of students' speaking ability through numbered heads together at grade XI SMA N 1 Batang Angkola
- 2. To identify the factors which influence students' speaking ability through numbered heads together at grade XI SMA N 1 Batang Angkola

F. The Significances of the Research

The significances of the research are:

- 1. Headmaster, to have additional useful strategy to develop the English learning process.
- 2. Teacher, to have additional useful strategy for teaching speaking.
- 3. Students, to have better teaching for better study.
- 4. Researchers, to further some topic of discussion.

G. The Definition of Key Terms

Avoiding vagueness and misunderstanding in assuming the title of the research, then it was clarified the definition of the focuses as the key terms in the title Improving Students' Speaking Ability Through numbered heads together at Grade XI IPA-1 in first semester of the academic year 2017/2018 SMA N 1 Batang Angkola as in the following:

1. Improving

Improving is process of becoming or making something better. Improving means become better than before. So, improving is a process of becoming or making students' speaking ability better trough several cycles which improves students' speaking ability by chosen technique in learning.

2. Students

Students is person who need knowledge. The knowledge can get from someone (teacher) through learning process between students and teacher.

3. Speaking Ability

Speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialog by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking and expressing about perceptions and feeling that they want the other people to understand. In this research speaking is the subject will be learn and improve by the students.

4. Numbered Heads Together Strategy

Number Head Together is delivering the material using the groups as a place for create a same perception or thought of students to answer the teachers' question, then it will be answered by what number is called by the teacher. 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.

H. Hypothesis of Action

The hypothesis of action in this research is stated that: "Numbered Heads Together can improve students speaking ability at SMA N 1 Batang Angkola".

I. Thesis Outline

Formation of this research could be divided into five chapters. In order words, each chapter consists of sub chapters with detail that would be described in following sentences:

Chapter I, Introduction, consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, and definition of the key terms. Chapter II, consisted of theoretical description which explains about speaking ability, numbered heads together strategy, conceptual framework and hypothesis of action.

Chapter III, Research methodology, consisted of research design, location and time of the research, the participants of the research, instruments of collecting the data, procedures of classroom action research and technique of analyzing data.

Chapter IV, consisted of the result of the research. The result of the research consisted of the data description, Influencing Factor on Students Speaking Skill Achievement and discussion.

Last, Chapter V, consisted of conclusion and suggestion was the researcher's close to end this research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

The theories were the important thing in arranging a research, because the theories were useful to explain some concepts or terms that applied in this research. Review of related literature involved the systematic identification, location and analysis of documents containing information related to the research problems. The terms were as follow:

1. The Theory Description of Speaking Ability

a. Definition of Speaking Ability

Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.¹ Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.² Speaking is one of basic competence. Based on Competence Based Curriculum speaking is one of four basic competences that the student should gain well.

¹Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001) p.269.

² H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (USA: San Francisco State University, 2004), p.140.

Speaking is the basic of communication trough sound. Theodore huebner states that speaking is essentially speech, and speech is basically communication by sound. When someone speaks to other, there will be a relationship.³ Then, the relationship names also as communication. It is the development of the relationship between a speaker and listener. Speaking determines the logical linguistic, physiological a physical rules should be applied in a given communication situation. Its means the aim of speaking is for communication and for expressing the idea, knowledge and experience effectively. The speakers should know what they want to speak and they should be able to evaluate the effects or results of what they want to say to the listener.

Additionally, speaking is proposed to express idea. Speaking is to express or communication opinions, feeling, ideas, and experience. It involves the activities in the part of speaker as psychological, articulator, and physical stages. Speaking can be called as oral communication and speaking is one of the important subjects that the students should be mastered. Webster New World Collage Dictionary

³A. L. Chaney and T.L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn& Bacon, 1998), p. 13.

said that speaking is the act or art of the person who speaks that which is spoken, utterance, discourse.⁴

Based on the definition above can be concluded that speaking is the process of communication to express, inform, and gives the idea, knowledge, feeling, thought, opinion and experience by using sounds of articulation that can be learn through teaching and learning process.

b. Basic Types of Speaking

There are two opinions of types of speaking, as follow:

 Hence, Douglas Brown in book "teaching principles an interactive approach to language pedagogy" states that there are two types of oral language, as follow:⁵



Types of Oral Language

Figure1. Types of Oral Language

⁴Victoria Neufeldt, *Webter New Collage Dictionary-3 rd*, (New York: Simon & SchuterIne, 1995), p. 1217.

⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA: Prentice Hall Regents, 1994), p.237.

In monologues, when one speaker uses spoken language for any length of time as in speeches, lectures, readings, and news broadcast, the hearer must process long stretches of speech without interruption- the stream of speech will go on whether or not the hearer comprehends. The monologue is divided in two types, they are: planned monologues and unplanned monologues. planned monologues usually manifest little redundancy and is therefore relatively difficult to comprehend, example: speeches and other pre-written material and unplanned monologues is exhibit more redundancy, which makes for easy in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension, example: impromptu lectures and long stories in conversations.

Then, in dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implication and other meaning hidden" between the lines". In conversation between or among participants who are unfamiliar with each other, reference and meaning have to be made more explicit in order for effective comprehension to take place. When such references are not explicit, misunderstanding can easily follow. The dialogues consist of two types, they are: interpersonal and transactional. Interpersonal called as social relationship and transactional is called as factual information.

2) Douglas Brown, in book "language assessment principles and classroom practices" states that there are 5 types of speaking, they

are:

a. Imitative

Imitative is the activity in following the other activity. In other word, imitative is the copy of something. For example, in practicing an intonation contour, and trying to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular elements of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

c. Responsive

Responsive assessment includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talks, simple request and comments. The stimulus is almost always a spoken prompt (in order to preserve authenticity); with perhaps only one or two follow up questions or retorts.

d. Interpersonal

The difference between responsive and interpersonal speaking is in the length and complexity of the interaction,

which sometimes includes multiple exchanges and multiple participants. Interpersonal can take the two forms of which has transactional language, the purpose of information. exchanging specific or interpersonal exchanges, which have the purpose of maintaining social relationships. Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of fact and information.

e. Extensive (monologue)

Extensive oral production includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.⁶

From the types above, that is concluded that there are five types

of speaking. They are; imitative, responsive, intensive, interactive, and

extensive.

c. The Principles for Designing Speaking in Teaching Speaking

There are 7 principles to use as guide for teaching speaking, as

follow:

- 1) Techniques could cover the spectrum of learner needs, from language-based focus on accuracy to message- based focus on interaction, meaning and fluency. When you do a technique, make sure that task includes technique designed to help students to perceive and use the building blocks of language.
- 2) Techniques should be intrinsically motivating. Try all time to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence, autonomy and for being all that they can be. Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them.

⁶ H. Douglas Brown, Op. Cit., p. 141

- 3) Techniques could encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction. The students are totally dependent on the teacher for useful linguistic feedback, they may get such feedback out there beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies. The concept of strategies competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.⁷

From the explanation above, that is concluded that there are some principles for designing speaking in teaching speaking. So, teacher is better to apply that are principles for designing in teaching speaking.

d. Principles for Teaching Speaking

There are some principles for teaching speaking, they are:

1) Be aware of the differences between second language and foreign language learning contexts. Speaking is learned in two broad contexts: foreign language and second language situations. First, a foreign language context situation is one were the target language is not the language of communication in society. Second, a second language context situation is one were the target language is the language of communication in the society.

⁷Jack. C. Richards, *curriculum development in language teaching*, (New York: Cambridge University Press), p. 221.

2) Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Then, the fluency is the extent to which speaker use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches.

In language lessons, especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

3) Provide opportunities for students to talk and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in the classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

4) Plan speaking tasks that involve negotiation for meaning.

The learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make you understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repletion or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5) Design classroom activities that involve guidance and practice in the transactional and interactional speaking.

Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationship. Then, the transactional speech is involves communicating to get something done, including the exchange of goods or services.⁸

⁸David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), p. 54.

From the explanation above, that is concluded that there are some principles for teaching speaking. So, teacher is better to apply that are principles for teaching speaking.

e. Speaking Difficulties

There are some factors makes speaking difficult, they are as

follow:

1) Clustering

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

2) Redundancy

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

3) Reduced forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) 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. You can actually teach learners how to pause and hesitate. For example, in English our "thinking time" is not silent, but rather we insert certain "fillers": uh, um, well, you know, I mean, etc. one of the most salient differences between native nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms. 6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes fluency.

7) Stress, rhythm, and intonation

This most important characteristic of English pronunciation, as will be explained bellow. The stress- timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuumwithout interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation⁹.

From the above explanation, it could be concluded that some

points make speaking difficult were how to speak fluently, how to give opportunity and to make the meaning clearer through the redundancy of language, reduced forms, looking for colloquial language and creativity in conversation. So, in this research the difficulties in the speaking fluently solved through numbered heads together strategy.

f. Speaking Evaluation

Oxford Advance Learner's Dictionary states that Evaluation is decide on the value or quality of something.¹⁰ Evaluation is a manner of judging the fitness of something for particular purposes.

⁹H. Douglas Brown, *Op. Cit.*, p. 256.

¹⁰ Victoria Bull, Oxford Advance Learner's Dictionary Sixth Edition, (New York: Oxford University Press, 2008), p.151.

Table 1

Indicators of Speaking Evaluation

NO	Indicators of Speaking Evaluation
1	Able to produce reduced forms of words and phrases
2	Able to produce fluent speech at different rates of delivery
3	Able to express a particular meaning in different
	grammatical forms
4	Able to performance

Arthur Hughes states that there are five categories to measure

speaking skill as follow:

1. Accent

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. The term accent is used to refer to the speech of someone who speaks a language nonnatively. The accent can be identifying as follow:pronunciation frequently unintelligible, frequent gross errors and a very heavy accent make understanding difficult, foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary, marked foreign accent and occasional mispronunciation, which do not interfere with understanding, native pronunciation, with no trace of foreign accent.

2. Grammar

Grammar is one of necessary for communication; it gives us the format of structure of language themselves. Grammar is the part of study of language which deals with the form and structure of word (morphology), with their customary arrangement in phrase and sentence (syntax), and how often with language sound (phonology), and word meaning (semantic). In other words, grammar tells us how to construct a sentence. Grammar can be identifying as follow: grammar almost entirely inaccurate phrases, constant errors showing of very few major patterns and frequently preventing communication, frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding, occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding, few errors, with no pattern of failure, no more than two errors during the interview. 3. Vocabulary

Vocabulary is more that a list of target language of words. Vocabulary can identified look like: vocabulary limited to basic personal and survival areas (time, food, transportation, and family), choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics, professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any nontechnical subjects with some circumlocution, professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social Situations, vocabulary apparently as accurate and extensive as that of an educated native speaks.

4. Fluency

Fluency is probably best achieved by following the steam of speech to flow then as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar or discourse will channel the speech on more purposeful course.

Fluency is the extent to which speakers use the language quickly and confidently with few hesitations or unnatural pauses, false start, word searches, etc. So, fluency is derived as the ability of an individual to speak without under hesitation. Fluency can be identifying as follow: Speech is no halting and fragmentary that conversation is virtually impossible, speech is very slow and uneven except for short or routine sentences, speech is frequently hesitant and jerky: sentence may be left uncompleted, speech is occasionally hesitant with some unevenness caused by rephrasing and grouping for words, speech is effortless and smooth but perceptibly nonnative in speed and evenness, speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension

Comprehension is the mind's act or power of understanding. Comprehension is the capacity for understanding ideas, fact, etc. a longer definition of comprehension will be as the act of understanding the meaning. Comprehension can be identifying as follow: Understand too little for the simplest types of conversation, understand only slow, very simple speech on common social and tourist topics; requires constant repetition and rephrasing, understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing, understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing, understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech, understands everything in both formal and colloquial speech to be expected of an educated native speaker¹¹.

Based on the explanation above, it can be concluded that there are five categories to measure speaking skill, they are: accent, grammar, fluency, vocabulary, and comprehension.

2. The Theory Description of Numbered Heads Together

a. Definition of Numbered Heads Together

Kagan states that "Number Head Together (NHT) is a simple four-step structure. Its main strengths are in building mastery and in reviewing previously learned information". 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).¹² The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson 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

¹¹Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

¹²Muhammad Faturrahman, *Model-Model PembelajaranInovatif*, (Jogjakarta: Ar-Ruzz Media, 2015), P.82.

knows which number will be called, all team members must be prepared.

Number Head Together is a model of learning that consider as most to the students activity in searching, processing, and reporting the information from different sources. Number heads together is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be. That twist insures total involvement of all the students.¹³

Number Head Together is deliver the material using the groups as a place for create a same perception or thought of students to answer the teachers' question, then it will be answered by what number is called by the teacher.¹⁴Number Head Together also a model of learning that every student are given a number and placed in groups, Then the teacher calls a random number.¹⁵

So, from the definition above the writer concludes that numbered heads together is model of learning that every student are given a number and placed in groups for create a same perception or

¹³Robert E. Slavin, *Cooperative Learning Theory, Research, and Practice Second Edition*, (USA: Library of Congress Catalonging in Publication Data, 1995), p. 132.

¹⁴Istarani, 58 Model PembelajaranInovatif, (Medan: CV "ISCOM", 2014), p. 12.

¹⁵ Dr. Hamdani, M.A, *Strategy BelajarMengajar*, (Bandung: PustakaSetia, 2011), p. 89.

thought of students, then will be answered by what number is called

by the teacher but the teacher calls a random number.

b. The Procedures of Numbered Heads Together

There are some procedures of numbered heads together, as a

following:

- 1. The teacher delivers about the material and explains the rules
- 2. Students are placed in groups and each person is given a number.
- 3. The teacher gives a question or task to the students
- 4. The students put their heads together, discuss the correct answer, and make sure that everyone knows the answer.
- 5. The teacher calls a number and those students raise their hands to respond
- 6. The responds of other group then the teacher calls other number
- 7. Conclusion¹⁶.

From the explanation above, there were seven procedures of numbered heads together: deliver the material, placing students in groups, giving question, discussing, calling a number, responding, and conclusion.

c. The Advantages of Numbered Heads Together

There are some advantages of Number Head Together as follow:

1. positive interdependence

The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.

¹⁶*Ibid.*, p. 90.
2. Individual accountability

Students are accountable to each other for sharing ideas. The students may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question.

3. Equal participation

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happened.

4. Simultaneous interaction

High degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening.

5. Multilevel

This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given.¹⁷

From the explanation above, there were five advantages of numbered heads together: positive interdependence, individual accountability, equal participation, simultaneous interaction, and multilevel.

d. The Disadvantages of Numbered Heads Together

There are some disadvantages of Number Head Together as

follow:

1. The smart student will tend to dominate so that it can make the weak students have interior and passive attitude.

¹⁷Mandal, R.R. Cooperative Leraning Strategies to Enhance Writing Skill. Lady Willing Don Institute of Advanced Study in Education, Chennai.In *http://eprints.ums.ac.id/19644/14/02._Publication Article.pdf*, retrived on 18th November, Sunday, 15.30.

- 2. The discussion process can go smoothly if there are students just simply copy the work of smart students without having an adequate understanding.
- 3. If there are homogenous group so it will be unfair for the group contained of weak students.
- 4. Likelihood that number is called, called again by the teacher, means that not all members of the group called by the teacher.
- 5. Not all members of the group are called by the teacher
- 6. Student's assessment is given based on their group work
- 7. Need a lot of time and sometimes class is not controlled¹⁸.

From the explanation above, that is concluded there are seven disadvantages of using numbered heads together strategy: the smart student will tend to dominate, the weak student will passive, The discussion process can go smoothly, If there are homogenous group so it will be unfair for the group contained of weak students, not all members of the group called by the teacher, need a lot of times and class is not controlled.

B. Review of Related Findings

Researchers that has done the same research with the researcher in different strategy. The first research was done in English educational department in Padangsidimpuan. The researcher's name is Herliani Nasution¹⁹. She told that CLL can improve the speaking skill. The second was done of Heni Syahfitri Hsb in English educational department,

¹⁸Dr. Hamdani, Op.Cit., p. 92.

¹⁹HerlianiNasution," Improving Students' Speaking by Using CLL at MTs N 1 Padangsidimpuan", (IAIN Padangsidimpuan, 2016), p. 66.

Padangsidimpuan²⁰.She told that demonstration method can improve the speaking skill. The third the research of Minarti in English educational department, Padangsidimpuan²¹.She told that guessing games can improve the speaking ability. The fourth was done in English educational department in STAIN Padangsidimpuan. The researcher's name is Richa Umrina²². She told that debate method can improve the speaking skill. The last of Identit Vigur Prasetiyo in English educational department, Yogyakarta²³.He told that numbered heads together can improve speaking skill.

From the description above, the researcher concludes that many strategies can increase the students' speaking ability. Then, the researcher hopes that numbered heads together can increase the students' speaking ability. So, the researcher interest to make the research about "Improving the Students' Speaking Ability through Numbered Heads Together Strategy at SMAN 1 Batang Angkola"

C. Conceptual Framework

Speaking is process of communication. The successful of speaking is depending on many factors. One of them is how the teacher chooses the

²⁰HeniSyahfitriHsb," Improving Students' Speaking Skill by using Demonstration method at SMAN 1 batangangkola", (IAIN Padangsidimpuan, 2014), p. 53.

²¹Minarti, "Improving the Students' Speaking Ability by Using Guessing Games at Grade VII SMP N 5 Padangsidimpuan", (IAIN Padangsidimpuan, 2015), p. 70.

²²Richa Umrina," *Improving Students' Speaking Skill Trough Debate at SMAN 1 Padangsidimpuan*", (STAIN Padangsidimpuan, 2011), p. 69.

²³IdentitVigurPrasetiyo, "Improving Speaking Skill of Grade VIII B Students of SMP Negeri 1 Jogonalan through Numbered Heads Together Strategy in the Academic Year of 2014/2015", (UniversitasNegeri Yogyakarta, 2015), p. 48.

suitable strategy and how the teacher teaches it. Because the suitable strategy is the important in teaching speaking, speaking is a process to express idea, thought, opinion, argumentation and experience. Speaking can build up the knowledge and to expressing of someone knowledge to others directly.

Numbered heads together strategy is one of many ways in improving students' speaking ability. Numbered heads together is considered to be effective way of teaching speaking because numbered heads together enables the students to speaking effectively and give them many chances to practice target language. It needs the students to be more active because this strategy asks the students to express their idea into speaking. NHT strategy indirectly trains students to actively participate, shares information, listens and speaks carefully so that the students are more productive and active. Therefore the researcher plans to do researcher based on the frameworks bellow:



So Numbered Heads Together gives chance to the students to use the target language creatively without ashamed and afraid. Numbered heads together is expected bring better result in order to improve students' speaking ability.

CHAPTER III RESEARCH METHODOLOGY

A. The Research Design

The researcher used classroom action research (CAR) to design this research. Classroom action research was different from more conventional types of research. It is focuses on individual or small group professional practice and it is not concern with making general statement.

Additionally, classroom action research included the social research purposely to improve the quality of something. The aim of classroom action research is to improve one's teaching practice or to enhance the functioning of school. Then, the research design of this research is follow action research spiral by Kemmis and Mc Taggart because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process. Cyclical action research model based on the Kemmis and Mc Taggart concerns to four steps namely are planning, acting, observing, and reflecting.

First, planning is identify a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. Second, action means the plan is carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. Third, observation is the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening. Last, reflection is reflect on, evaluate, and describe the effect of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.¹ So, this research is done by four steps namely were planning, acting, observing, and reflecting.

B. The Location and Time of the Research

The location of the research was at SMA N 1 Batang Angkola, JL. Mandailing Km.18 Kelurahan Pintupadang. And this research was conducted in academic year 2017/2018. The research started from November 2016 until August 2017.

C. The Participants

The participants in this research were all the students at grade XI IPA-1 in first semester of the academic year 2017/2018 SMA N 1 Batang Angkola. It consists of 23 students. They were 4 males and 19 females. This class was chosen because the researcher found the speaking problems in this class. Then, there was collaborate with an English teacher, Mr. Drs. Andi Hotman as an English teacher of SMA N 1 Batang Angkola.

¹Anne Burns, *Doing Action Research in English Language Teaching*, (New York: 2010) p. 8.

D. The Instrument of Collecting Data

The one important to support every research is the instrument of collecting the data. Based on the instrument of collecting the data, the researcher examined the validity or the trustworthiness of the research. In this research, the researcher uses the instrument of collecting the data, as follow:

1. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. So, the test is a method to measure the students' knowledge. In this research, the researcher used speaking test. The researcher gave the question then the students discussing the task with his group which was numbered heads together. Therefore, the students will be ordered by teacher to perform in front of the class orally. Because, the test was orally and to know the improvement of students' speaking ability, so the researcher has some indicators in speaking test by number heads together strategy, as follow:

- 1) Accent
- 2) Grammar
- 3) Vocabulary
- 4) Fluency
- 5) Comprehension

2. Observation

The researcher used observation type field notes. Field notes is the observer record of what saw, hear, experiences and thought about during an observation session.² The researcher observed all the condition that happen during the teaching and learning process, the researcher observed the teacher, students' activities during the learning teaching process and the factors which influence the teaching learning process in speaking by using numbered heads together strategy. In this observation researcher collaborated with an English teacher at grade XI IPA-1 in first semester of the academic year 2017/2018 SMA N 1 Batang Angkola.

3. Interview

Interview is to talk somebody and ask questions at a formal meeting to find out if he is suitable for job or study.³ The researcher used the interview to know the condition of the students. To know students' problem in speaking ability through numbered heads together strategy in the classroom, there were five should be measured from the students. They are:

- 1) The students' problem in accent
- 2) The students' problem in grammar

²L. R. Gay Peter, *Educational Research: Competencies for Analysis and Application*, (New York: Prentice Hall, 2000), p. 593.

³A. S. Hornby, Oxford advance learners dictionary (New York: oxford university press, 2000), p. 788.

- 3) The students' problem in vocabulary
- 4) The students' problem in fluency
- 5) The students' problem in comprehension.

E. Procedures of the Classroom Action Research

This action research used the model of Kemmis and Mc Taggart. That concerns to four steps namely are planning, acting, observing, and reflecting.⁴ The model is described in the following figure:



Condition



It is applied in two cycles. Every cycle consists of two meeting and the time allocation is 2×45 minutes or 90 minutes. So, it needs 180 minutes for each cycle. The explanation of activities in teaching speaking ability through

⁴Anne Burns, *Op.Cit.*p. 9.

numbered heads together at grade XI in first semester of the academic year 2017/2018 SMA N 1 Batang Angkola.

F. The Technique of Data Analysis

The collecting data must be summarized and interpreted in order to help teacher to make decisions about practice. In analyzing the data the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making interpretation of the large meaning of the data.

The quantitative data analyzed from the observation sheet. Quantitative data used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking ability by using spoken test. To know the means score of students for each cycle, the researcher uses the following formula:⁵

$$M = \frac{\sum fX}{N}$$

Explanation:

- M : The mean of students
- fX : The total score

⁵ Hartono, *Statistic: untukPenelitian* (Yogyakarta: PustakaPelajar Offset, 2004), p. 30.

N : The number of the students

The percentage of students speaking ability by using numbered heads together is calculated by applying the following formula:⁶

$$P = \frac{R}{T} X 100\%$$

Explanation:

- P : the percentage of students who get the score up 75
- R : the number of students who get the score up 75
- T : the total numbers of students do test

After calculating and scoring students' speaking ability, their score

will be consulted the classification quality on the table below:⁷

Table 2	
Table Quality Classification of Students'	Score

No	Percentage	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61%-80%	Good
5	81% - 100%	Very Good

⁶ZainalAqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. YramaWidya, 2008), p. 205.

⁷Ridwan, *BelajarMudahPenelitianUntuk Guru-KaryawandanPenelitianPemula*, (Bandung: PenerbitAlfabeta, 2012), p. 89.

After the researcher find the mean scores of all students, it is consulted to the criteria as follow:

- a. If the value of mean score 81 100%, it can be categorized into very high.
- b. If the value of mean score 61 80% it can be categorized into high.
- c. If the value of mean score 41 60% it can be categorized into enough.
- d. If the value of mean score 21 40% it can be categorized into low.
- e. If the value of mean score 0 20% it can be categorized into very low.

To test the significances, the researcher used t-test for small samples less than 30 students. The formulation of t-test as follow:

$$t_{o} = \frac{M_{D}}{SE_{MD}}$$

 $M_D =$ Mean of difference

 $M_D = \frac{\sum D}{N}$

 $\sum D$ = Number of difference Score between Second Cycle and First Cycle,

D = X - Y

N = Number of Students

 SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_{D} = \sqrt{\frac{\sum D^{2}}{N} - \left(\frac{\sum D}{N}\right)^{2}}$$

 SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = SD_D$$

$$\sqrt{N-1}$$

Qualitative has six steps as suggested by Creswell as in the follow:

Step 1: organize and prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.

Step 2: read through all the data. It is done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: begin the detail analysis with a coding process it organize material into chunks before bring meaning to those chunks. It involves take the data into categories and labeling those with a term (a term based in the actual language of the participant).

Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about the notes. Then, researcher uses this to generate themes or categories. Step 5: advance how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual or figure to convey descriptive information about participants in table.

Step six: make interpretation or meaning of the data. It is researcher's personal interpretation; meaning will be derived from a comparison of the finding with information gleaned from the literature.⁸

⁸ Norman k.Denzin and YvonnaS.Lincoln, A Handbook of Qualitative Research, Translated by Dariyanto and Friends, (Yogyakarta: PustakaPelajar, 2009),p.499.

CHAPTER IV

RESEARCH RESULT

This chapter presented the process of improvement students' speaking ability and the result of students' speaking ability through Numbered Heads Together Strategy at Grade XI SMA N 1 Batang Angkola in academic year 2017/2018. The descriptions were as follow:

A. The Data Description

Researcher divided this action research into two cycles. Each cycle consisted of four stages; plan, action, observation, and reflection. Researcher described learning process and students' score of cycle 1 and cycle 2.

1. Students' Achievement

a. Cycle 1

1) Learning Process of 1st Cycle

Teacher began the learning with opening then introduced the planned Numbered heads together. Teacher explained the purpose of the Numbered heads together to improve their speaking skill. Students paid full attention and seemed thinking what would happen in the classroom. The Numbered Heads Together strategy was implemented during the process when the materials were explained and when the students were doing the class activities. The materials given in this cycle were about expression of satisfaction.

There were some stages in teaching activity and there were five criteria of teaching and learning process for every cycle. They were the teacher's physic appearance and written, teacher's procedures in teaching, teacher's material, teacher's reinforcement and interaction with students and teacher's sound and classroom management.

Teacher's physical appearance when the first time came to the class. The first, teacher wore blue shirt, black skirt, black veil, brown shocks, black shoes. The second, teacher stood in front of the class and wrote by face to students. The third, teacher wrote definition of pleasing experience and wrote expression of satisfaction while explain about it. The last, teacher's written not too small and not too big in the whiteboard and when teacher stood in the back side to control the students then the teacher saw that written readable.

Teacher's teaching procedures. The first, teacher asked students' condition. The second, teacher checked students' presents lists. The third, the teacher delivered the material and explain it. Then, teacher placed the students in groups and each person is given a number. Then, teacher gave a question or task to the students. Then, the teacher asked students put their heads together, discussed the correct answer, and make sure that everyone knows the answer. The last, teacher calls a

number and those students raise their hands to respond and the responds of other group then the teacher calls other number.

Teacher's explanation process. The first, teacher gave the material to the students. Then, teacher explained the definition, function and the characteristics of the material learned.

Teacher's reinforcement and interaction with students in the classroom. The teacher gave reward to the students with said: good, very good, smart, right, give applause and the teacher gave the feedback on the students' progress by respecting or responding to what the students say.

Teacher's sound classroom management. The teacher gave the students a few minutes to clear their chair when their chair was untidy. Then, if the students make a noisy in the classroom so the teacher told them and order them to listen and pay attention to the teacher's explanation then they will get the material.

2) Students' Speaking Skill Score in the 1st cycle

The researcher had found the students' speaking skill scores in the first cycle as the following table below:

Students' Speaking Score in the First Cycle								
		Speaking Score						
No	Name	1	2	3	4	5	Total	Score (Total x 4)
1.	AA	5	4	4	2	4	19	76
2.	AWL	3	3	2	4	4	16	64
3.	EH	3	3	2	4	3	15	60
4.	IM	3	3	2	4	4	16	64
5.	IK	4	4	2	4	3	17	68
6.	JN	4	3	3	5	4	19	76
7.	LIAH	3	3	2	3	2	13	52
8.	MLS	3	3	2	4	4	16	64
9.	NP	4	3	2	4	4	17	68
10.	NSN	4	3	4	4	4	19	76
11.	NHY	2	3	2	4	4	15	60
12.	NT	3	4	4	4	3	18	72
13.	RI	3	3	3	4	3	16	64
14.	RAP	2	3	2	4	4	15	60
15.	RST	4	3	3	4	3	17	68
16.	RA	3	4	4	4	5	20	80
17.	RT	3	3	3	3	3	15	60
18.	SAWD	3	3	3	4	4	17	68
19.	SW	3	3	2	4	3	15	60
20.	USS	4	3	4	4	4	19	76
21.	USN	3	2	2	4	4	15	60
22.	WS	3	2	2	4	4	15	60
23.	YO	4	3	2	4	3	16	64
Tota	l scores	76	71	61	89	84	380	1520
Mea	Mean 3.31 3.09 2.65 3.87 3.65 16.52 66.09					66.09		
Perc	Percentage 21.74%							

Table 3Students' Speaking Score in the First Cycle

*The students who passed the passing grade (75) in the first cycle.

^{*}Approved by co-teacher (Mr. Drs.Andi Hotman.) and the observer

From the table above, the students' mean score of accent was 3.31, grammar was 3.09, vocabulary was 2.65, fluency was 3.87 and comprehension was 3.65. The students' achievement in every indicator of speaking in the first cycle could be seen in the following chart:

Chart I The Students' achievement every indicators of speaking in first cycle



Based on the table and chart above, it concluded that the students' achievement in speaking was law. In the 1st cycle, there were only five students passed the passing grade (75). The students' mean score in the 1st cycle was 66.09 and the percentage was 21.74%. It means that this test result could not fulfill of the criteria of success. It didn't show improvement. So, the researcher would continue to 2^{nd} cycle. In the next learning, it was needed to overcome students' motivation to have high speaking skill. Re-planning of the numbered heads together in the 1st cycle, this resolved in the 2nd cycle.

b. Cycle 2

1) Learning Process of 2nd Cycle

In Cycle II, Numbered Heads Together strategy was still used during the teaching and learning process. The strategy was applied when the materials were explained and when the students conducted group discussions. In the Cycle II, the students' knowledge was built by giving examples on expression of dissatisfaction. The students were also encouraged to speak up by asking them about their disappointing experiences. Each student then was given a handout. The handouts contained expressions of dissatisfaction. The students were drilled in pronouncing the expression by asking them to repeat after him. This activity was done to familiarize them with the expressions and to teach them how to use appropriate intonation.

The 2nd cycle was done to solve the problems that had been found in 1st cycle, which were students still low in speaking ability. There were also some stages in teaching activity from opening until closing the class. There were five criteria of teaching and learning process for every cycle. They were the teacher's physic appearance and written, teacher's procedures in teaching, teacher's material, teacher's reinforcement and interaction with students and teacher's sound and classroom management. Teacher's physical appearance when came to the class. The first, teacher wore grey shirt, black skirt, brown shocks, black shoes. The second, teacher stood in front of the class and wrote by face to students. The third, teacher wrote definition of disappointing experience and wrote expression of dissatisfaction while explain about it. The last, teacher's written not too small and not too big in the whiteboard.

Teacher's teaching procedures. The first, teacher asked students' condition. The second, teacher checked students' presents lists. The third, the teacher delivered the material and explain it. Then, teacher placed the students in groups and each person is given a number. Then, teacher gave a question or task to the students. Then, the teacher asked students put their heads together, discussed the correct answer, and make sure that everyone knows the answer. The last, teacher calls a number and those students raise their hands to respond and the responds of other group then the teacher calls other number.

Teacher's explanation process. The first, teacher gave the material to the students. Then, teacher explained the definition, function and the characteristics of the material learned.

Teacher's reinforcement and interaction with students in the classroom. The teacher gave reward to the students by said: good, very good, smart, right, give applause. Then the teacher gave the feedback on the students' progress by respecting or responding to what the students say.

Teacher's sound classroom management. The teacher gave the students a few minutes to clear their chair when their chair was untidy. Then, if the students make a noisy in the classroom so the teacher told them and orders them to listen and pay attention to the teacher's explanation.

Students' problems and solutions							
No	Criteria	Problem	Solution				
1.	Accent	Students were difficult to	Teacher gave more practice				
		pronounce the words	to the students and				
			motivated them to be				
			diligent in training their				
			pronunciation				
2.	Grammar	Students were difficult in	Teacher teaching mostly				
		building words	about grammar				
3.	Vocabulary	Students were difficult in	Teacher motivates students				
		searching adequate words	to practice speaking				
			English and seeking of				
			meaning difficult word				
4.	Fluency	Students were difficult in	Teacher motivated them to				
		speaking English fluently	train their speaking and to				
			record their speech so that				
			they could know about				
			their ability				
5.	Comprehension	Students were difficult to	Teacher motivated them to				
		understand words	study hard grammar and to				
			memorize many				
			vocabularies				

Table 4

2) Students' Speaking Skill Score in the 2nd cycle

Learning in the 2nd cycle was based the re-planning, thus it was found the improvement of students' speaking skill and the influencing factors of the students, speaking skill. The result of students' speaking skill improvement is presented in the following table:

		Speaking Score						
No	Name	1	2	3	4	5	Total	Score (Total x 4)
1.	AA	4	4	5	4	3	20	80
2.	AWL	4	4	4	4	4	20	80
3.	EH	3	4	4	4	4	19	76
4.	IM	3	4	4	4	4	19	76
5.	IK	4	4	4	4	5	21	84
6.	JN	4	4	4	4	5	21	84
7.	LIAH	4	4	4	3	5	20	80
8.	MLS	4	3	4	4	5	20	80
9.	NP	3	4	4	4	4	19	76
10.	NSN	5	4	4	4	4	21	84
11.	NHY	4	4	3	4	4	19	76
12.	NHT	5	4	4	4	5	22	88
13.	RI	4	4	4	3	4	19	76
14.	RAP	4	3	4	4	4	19	76
15.	RST	4	4	4	4	5	21	84
16.	RA	5	4	5	5	4	23	92
17.	RT	4	4	4	2	4	18	72
18.	SAWD	3	3	4	4	4	18	72
19.	SW	3	3	3	3	4	16	64
20.	USS	3	4	4	4	5	20	80
21.	USN	3	3	4	4	4	18	72
22.	WS	3	4	3	4	4	18	72
23.	YO	3	3	4	3	4	17	68
Tota	l scores	86	86	91	87	98	448	1792
Mean	n	3.74	3.74	3.96	3.78	4.26	19.48	77.91

Table 5Students' Speaking Score in the Second Cycle

Percentage	73.91%
*Student	ts did not pass the passing grade (75) in the 2^{nd} cycle

From the above table, the students' mean score in accent was 3.74, grammar was 3.74, vocabulary was 3.96, fluency was 4.26 and comprehension was 3.78. The students' achievement in every indicator of speaking in the first cycle could be seen in the following chart:

Chart II The Students' Achievement in Every Indicator Speaking in Second Cycle



From the above table and chart, it could be concluded that the students' achievement in the 2^{nd} cycle was increased. In the 2^{nd} cycle, there were only six students did not pass the passing grade (75). The mean score in the 2^{nd} cycle was 77.91 and the percentage of students' score in 2^{nd} cycle was 73.91%. Students' achievement in speaking was categorized well. The students score in the 2^{nd} cycle got improvement from the 1^{st} cycle. It shown that the 1^{st} cycle was 66.09 (21.74%) and 2^{nd} cycle was 77.91 (73.91%).

^{*} Students didn't pass the passing grade (75) in cycle 2

c. Comparison of students' achievement in 1st cycle and 2nd cycle

Based on the observations of students speaking ability, it can be concluded that students' speaking skill had improved by using Numbered Heads Together Strategy.

The result of the test of the first cycle, there was one student got 52 score, seven students got 60 score, five students got 64 score, four students got 68 score, one student got 72 score, four students got 76 score and one student got 80 score. It can be concluded that from 23 students at the Grade XI of the 1st Semester of SMA N 1 Batang Angkola, there were only five students passed the passing grade 75 score. Meanwhile, there were 18 students did not pass the passing grade 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$
$$\vec{x} = \frac{1520}{23}$$
$$\vec{x} = 66.09$$

- `

Based on the calculation, the mean score of the class in first test was 66.09. It showed that the students' speaking skill was categorized into low categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$
$$P = \frac{5}{23} \times 100\%$$
$$P = 21.74\%$$

Then, in the second cycle, the researcher calculated the result of the second test was to know the students' score improvement from the first test result. There was one student got 64 score, one student got 68 score, four students got 72 score, six students got 76 score, five students got 80 score, four students got 84 score, one student got 88 score, and one student got 92 score.

It can be concluded that from 23 students at the Grade XI of the 1st Semester of SMA N 1 Batang Angkola, there were six students did not pass the passing grade 75 score. Meanwhile, there were 17 students passed the passing grade 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$
$$\vec{x} = \frac{1792}{23}$$
$$\vec{x} = 77.91$$

Based on the calculation, the mean score of the class in second test was 77.91. It showed that the students' speaking ability was categorized into high category. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$
$$P = \frac{17}{23} \times 100\%$$
$$P = 73.91\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 66.09 (21.74%), it was included very low category. The improvement of mean score in second tests was 77.91 (73.91%), it was included into high category. The comparison of students' speaking skill in each cycle based on their gotten score is shown in the table below:

- 3					
No	Name	Cycle 1 First Test	Cycle 2 Second Test	State	
1.	AA	76	80	Improved	
2.	AWL	64	80	Improved	
3.	EH	60	76	Improved	
4.	IM	64	76	Improved	
5.	IK	68	84	Improved	
6.	JN	76	84	Improved	
7.	LIAH	52	80	Improved	
8.	MLS	64	80	Improved	
9.	NP	68	76	Improved	

Table 6Comparison of Students' AchievementIn Cycle 1 and Cycle 2

10.	NSN	76	84	Improved	
11.	NHY	60	76	Improved	
12.	NHT	72	88	Improved	
13.	RI	64	76	Improved	
14.	RAP	60	76	Improved	
15.	RST	68	84	Improved	
16.	RA	80	92	Improved	
17.	RT	60	72	Improved	
18.	SAWD	68	72	Improved	
19.	SW	60	64	Improved	
20.	USS	76	80	Improved	
21.	USN	60	72	Improved	
22.	WS	60	72	Improved	
23	YO	64	68	Improved	
Total	score	1520	1792	Improved	
Mean score		66.09	77.91	Improved	

Based on the table above, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 66.09 and the second cycle students' mean score were 77.91.From the students percentage; the first cycle, there were seven students passed the passing grade (21.74%). The second cycle, there were twenty five students passed the passing grade (73.91%).The differences showed that there was an improvement of students' speaking ability. The differences showed in the following chart:



Chart III The Comparative Means Score between Cycle 1 and Cycle 2

So, from the table and charts above that could be concluded the students' speaking ability by using numbered heads together strategy could improve their speaking ability at grade XI in 1st semester of SMA N 1 Batang Angkola.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

Table 7

The Result of Difference Scores between First Cycle and Second Cycle

No	Name	Cycle 1	Cycle 2	D=X-Y	∑D=D- M _D	$\sum \mathbf{D}^2$
1.	AA	76	80	4	-7.83	61.31
2.	AWL	64	80	16	4.17	17.39
3.	EH	60	76	16	4.17	17.39
4.	IM	64	76	12	0.17	0.03
5.	IK	68	84	16	4.17	17.39
6.	JN	76	84	8	-3.83	14.67
7.	LIAH	52	80	28	16.17	261.47
8.	MLS	64	80	16	4.17	17.39
9.	NP	68	76	8	-3.83	14.67
10.	NSN	76	84	8	-3.83	14.67
11.	NHY	60	76	16	4.17	17.39
12.	NHT	72	88	16	4.17	17.39
13.	RI	64	76	12	0.17	0.03
14.	RAP	60	76	16	4.17	17.39
15.	RST	68	84	16	4.17	17.39
16.	RA	80	92	12	0.17	0.03
17.	RT	60	72	12	0.17	0.03
18.	SAWD	68	72	4	-7.83	61.31
19.	SW	60	64	4	-7.83	61.31
20.	USS	76	80	4	-7.83	61.31
21.	USN	60	72	12	0.17	0.03
22.	WS	60	72	12	0.17	0.03
23	YO	64	68	4	-7.83	61.31
Tota	al score	1520	1792	272	7.74	751.33
Mea	n score	66.09	77.91	$M_{\rm D} = 11.83$	∑ D=0.34	$\Sigma D^{2}=32.67$
Percentage		21.74%	73.91%			

Bold name that students who passed the passing grade (75) in first cycle * Students that did not pass the KKM (75) in second cycle To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis:

H= There is significant improvement among students' speaking test in the cycle 1 and cycle 2

- 2. Calculating the signification of t_0 and t_t and calculating of the degree of freedom (df) with df = N-1
- 3. Looking for level of signification 5% or 1% in t table (it can be seen from df).
- 4. Comparing the result of t_o and t_t with the criterion:
 - a. If t_o bigger than t_t, so H is received. It means that there is significant improvement of students' learning process result.
 - b. If t_o smaller than t_t, so H is rejected. It means that there is not significant improvement of students' learning process result.
- 5. Making conclusion from the result.

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

 $M_D =$ Mean of difference

$$M_{\rm D} = \frac{\sum D}{N}$$
$$= \frac{272}{N} = 11$$

$$=\frac{112}{23}=11.83$$

 $\sum D$ = Number of difference Score between Second Cycle and First Cycle,

 $\mathbf{D}=\mathbf{X}-\mathbf{Y}$

N = 23 Students

 SD_D = Standard Deviation from the difference score between First Test

and Second test.

$$SD_{D} = \sqrt{\frac{\sum D^{2}}{N} - \left(\frac{\sum D}{N}\right)^{2}}$$

$$SD_{D} = \sqrt{\frac{32.67}{23} - \left(\frac{0.34}{23}\right)^{2}}$$

$$SD_D = \sqrt{1.42 - 0.000218}$$

$$SD_D = \sqrt{1.41}$$

 $SD_D=1.19$

 SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = SD_{D}$$

$$\sqrt{N-1}$$

$$SE_{MD} = 1.19$$

$$\sqrt{23-1}$$

$$SE_{MD} = 1.19$$

$$\sqrt{22}$$

$$SE_{MD} = 1.19$$
4.69
$$SE_{MD} = 0.25$$

$$t_{o} = M_{D}$$

$$SE_{MD}$$

$$t_{o} = 11.83$$
0.25
$$t_{o} = 47.32$$

Degrees of freedom (df) = N-1 = 23-1 = 22

The calculation result of $t_o = 47.32$, t_{table} with df = 22, level of significance in t table 5% is 33.92. It can be known that the result of t_o is bigger than t_t , it is 47.32>33.92. Based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.

B. Influencing Factor on Students' Speaking Skill Achievement

There were many problems that found in every cycle until to get the improvement of students' speaking ability. The problems were appeared because some factors that influenced students. Researcher would explain some problems were appeared in every indicator of speaking as below:

a. Accent

The students' problem was difficult to pronounce the words, because what was in written English was different when it was read and they usually read the writing of the words so that they were often wrong in pronouncing the English word, and they did not know how to pronounce the words. Students' mistakes in pronouncing words were:¹ holiday = holidai ('h**v**lədei), fall = fal (fɔ:l), find=pin (Faind), could = kul (kəd;), cottage = kottage ('k**v**tidʒ), game = gem (geim), satisfied = setisfit (sætisfaid), nice = nike (nais), noodle = nadel ('nu:dl), hour = hour ('avə(r)), situation = situation (sitʃu'eiʃn), price = pris (prais), us = us (əs), arrived = ariped (ə'raived), bus = bus (bʌs), early = erli ('3:li), late=let (leit).

So, students were still low in accent. In order to make accent of students improved, the teacher had to give more practice to the students to make it better. So, for solving students' problem in difficulty to pronounce the researcher motivates students to use optimal the tool to help vocabulary enrichment including how to pronounce the word. researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it is aim was to get their interest in training their pronunciation generally in learning English, and teaching learning process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting. As a result, students' achievement in this

¹ The bold words are the correct pronunciation

indicator was improved, mean score this indicator were 2.65 (Cycle 1) and 3.74 (cycle 2).

b. Grammar

Students' problems were difficult in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. The problem was related to mastery of tenses or the patterns in tenses which caused their sentences were uncompleted and their grammars in the sentences were wrong. Students' mistakes in using "simple past tense", the usage of simple past tense is S + Tobe (was/were) + O. For example: they **are** efni, nasip and wirda (they **were** efni, nasip and wirda). We **not feel** boring (we **did not** feel boring).

So, for solving students' problem in difficulty to building sentences the researcher teaching mostly about grammar. Researcher gave more explanation about the language context that targeted in the text meeting and motivated them to practice their knowledge in their speaking and motivated them to practice their knowledge in their life so that it could not lose. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.09 in Cycle 1 and 3.74 in Cycle 2.

c. Vocabulary

Students' problem were difficult in searching adequate words because when the researcher gave questions about how often they learn
vocabularies at their home, nobody answered the questions. It means that, they just learned vocabularies at school and they were lazy to speak English. So, students were still low in vocabulary. Students' mistakes in vocabulary was: the seller put the **price very expensive** (the seller put the **expensive price**). So that means, students' mistakes were difficulty in searching adequate words and mastering the specific words.

In order to make vocabularies of students improved, the researcher had to give some vocabularies which were related to the topic and the researcher motivates the students to practice speaking English and seeking of meaning difficult word and study to looking for the word difficulties and researcher gave method to memorize vocabularies such as suing key words that could be practiced by them in the class. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.31 in Cycle 1 and 3.96 in Cycle 2.

d. Fluency

Students' problems were difficult in speaking English fluently because their utterances low and occasionally hesitant because of grouping words. Students' mistakes in fluency were; at the last day of final exam semester (Silent a moment).....my friend and I went tooooooo.... theeeeee.. Market; we went together for eeeeeee bought eeee... same shirt; afterrrrr.... We... we arrived in the market then weeee... found a dress store; there there we saw a.... nice shirt and that was a new model; I meant eeeee stylist shtirt; we were ssssss agreeing to buy that shirt so we meet the seller and asked her how much eeeeee the price of that shirt; the seller put the price very expensive so we asked her toooooo... gave us eeeee cheap price; after few times then.... She gave us as the price we want; we really satisfied with the price and we.... Eeee very happy.

So, for solving the students' problem in fluency researcher motivated them to train their speaking and to record their speech so that they could know about their ability and the teacher gave necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.87 in Cycle 1 and 4.26 in Cycle 2.

e. Comprehension

Difficult to understand words even it was a familiar word because their attitude in speaking could annoy the researcher while students were speaking. The problem by the researcher had difficulty to understand words even it was a familiar word. For example, AA pronounced noodle with 'nadel' it should be 'nu:dl', EH pronounced cottages with 'kattages' it should be 'kptid3', and SW pronounced without with 'witut' it should be 'wiõaot'. So, their mistake in their pronouncing of speaking could annoy researcher to comprehend their retelling of result discussion. So for solves the problem the researcher should guess what student's targeted in their speaking with repeating their result of discussion for several times. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.65 in Cycle 1 and 3.78 in Cycle 2.

From the description above could be concluded that the problems of students' speaking ability in indicator of accent, grammar, vocabulary, fluency, and comprehension have improved by applying researcher's solution.

C. Discussion

Based on the related finding, the researcher discussed that the researcher findings had shown students' speaking ability improved well. It could be proved by students' mean score and percentage. It also discussed with the theory that relate to the NHT. In this case, the theory which has been discussed by the researcher was from the founder of NHT, According Kagan, Number Head Together (NHT) is a simple four-step structure. Its main strengths are in building mastery and in reviewing previously learned information. 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.² The theory has been proved where the students were so enthusiastic to follow the English lesson because this strategy is made 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. It can help students easy in speaking ability.

There was a thesis that researcher used as related finding. The research had been done in English educational department, Yogyakarta, 2015. His name is Identit Vigur Prasetyo. His research was about "Improving Speaking Skill of VIII B Students of SMP Negeri 1 Jogonalan through Numbered Heads Together Strategy in the Academic Year of 2014/2015"³. He told that Numbered Heads Together Strategy could improve students' speaking skill. In this study, it had found that the improvement of students' achievement by using Numbered Heads Together Strategy. The mean score in cycle 1 was 9.97 and in cycle 2 was 12.90. So, cycle 2 was bigger than cycle 1.

Based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to NHT. It was based on the data in the first cycle was 66.09(21.74%) and in the second cycle was 77.91(73.91%). It means that there had 52.17% improvements for

² Muhammad Faturrahman, *Model-Model Pembelajaran Inovatif*, (Jogjakarta: Ar-Ruzz Media, 2015), P.82.

³ IdentitVigurPrasetiyo, "Improving Speaking Skill of Grade VIII B Students of SMP Negeri 1 Jogonalan through Numbered Heads Together Strategy in the Academic Year of 2014/2015", (UniversitasNegeri Yogyakarta, 2015), p. 84. <u>http://mjal.org/journal/coop.pdf</u> retrived on November 23rd 2016 at 10.00 pm.

percentage of students who passed the KKM in speaking ability. It can be concluded that the researcher had been success in doing the research.

D. Threats of the Research

There were some aspects that could threats for this research, when researcher doing the research. They were:

- The data in this research were not objective because it needed the description of the mark based on the researcher' listening to the students.
- 2. The tool that collecting the result of students' speaking was uncompleted because the researcher just used recorded, video or other told were needed to make the mark more subjective and learning process more effective and efficient.
- 3. Teaching learning process was not running well because the students were less serious and enthusiasm in doing numbered heads together strategy, some students still used mix language when they don't know about the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

From the result of this research can be concluded that:

- 1. The hypothesis is accepted, in other word that numbered heads together strategy improved students' speaking ability at grade XI SMA N 1 BatangAngkola with 52.17%. It based on the mean score in which students' speaking skill in cycle 1 was 21.74% and became 73.91% in cycle 2. The students' improvement can be categorized into high improvement. Then, the calculation result of $t_0 = 47.32$, t_{table} with df = 22, level of significance in t table 5% is 33.92. It can be known that the result of t_0 is bigger than t_t , it is 47.32>33.92. Based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.
- 2. Some factors that influence students' speaking ability by using numbered heads together strategy were accent, grammar, vocabulary, fluency and comprehension. The solutions of the problems are; researcher motivated them to be diligent in training their pronunciation, researcher teaching mostly about grammar, researcher gave some vocabularies related to the learning material before starting learning process, researcher ordered them to record their speech so that they could know about their ability and the

last researcher tried to guess and improved researcher self to comprehend their retelling of result discussion well.

B. SUGGESTION

Based on the conclusion above, the researcher has some suggestion as below:

- It is suggested to the teacher to apply this strategy in teaching speaking ability by looking at the students' problem in speaking and give solutions to the students' problem. To the other researcher, the researcher suggests to improve students' speaking ability through numbered heads together strategy until 100%.
- The other researcher can use the other creative solutions in solving students' speaking ability and can do research in two or three cycles so that the improvement can achieve until 100%.
- 3. The researcher suggests to the teacher and to another researcher who wants to do the same research can control and look at the factors that influence student's speaking ability by using numbered heads together strategy.

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Lesson Plan in Cycle 1

Lesson Plan 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMA Negeri 1 BatangAngkola
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA-1
Materi	: Pleasing Experience
Meeting	: 1 & 2
Alokasi Waktu	: 2 x 45 minutes

:

:

A. Standar Kompetensi Mendengarkan

1. Memahami makna dalam transactional dan interpersonal conversation dalam konteks kehidupan sehari-hari.

Berbicara

2. Mengungkapkan makna dalam transactional dan interpersonal conversation dalam kehidupan sehari-hari.

B. Kompetensi Dasar

1.2.Merespon makna yang terdapat dalam percakapan transaksional (to get things done) Dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam Bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Pleasing Experience*

2.2. Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragambahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari danmelibatkantindaktutur: *Pleasing Experience*

C. Indikator

- 1. Mengidentifikasi makna tindak tutur: Pleasing Experience
- 2. Menggunakan tindak tutur: Pleasing Experience

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Merespon dengan benar terhadap tindak tutur : *Pleasing Experience*

2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal atau transaksional: *Pleasing Experience*

E. Metode/strategy Pembelajaran : Numbered Heads Together Strategy

F. Materi Pembelajaran : *Pleasing Experience*

G. Langkah-langkahKegiatanPembelajaran :

Langkah-langkah pembelajaran numbered heads together

- a. Tahap persiapan
 - 1. Merumuskan tujuan yang harus dicapai oleh siswa setelah proses numbered heads together berakhir
 - 2. Mempersiapkan garis besar langkah-langkah numbered heads together
 - 3. Melakukan uji coba numbered heads together
- b. Tahap pelaksanaan
 - a) Langkahpembukaan
 - 1. Mengucapkan salam dengan ramah kepada siswa

2. Siswa dibagi kedalam kelompok dan masing-masing diberi nomor

3. Mengemukakan tujuan yang harus dicapai oleh siswa

4. Mengemukakan tugas-tugas yang harus dilakukan oleh siswa, misalnya siswa mencatat hal-hal yang penting dari setiap pembelajaran

b) Langkah pelaksanaan numbered heads together

1. Menyampaikan dan menjelaskan materi

2. Peserta didik dibagi dalam kelompok, setiap peserta didik dalam setiap kelompok mendapat nomor.

3. Guru memberikan tugas dan masing-masing kelompok mengerjakannya.

4. Kelompok mendiskusikan jawaban yang benar dan memastikan tiap anggota kelompok dapat mengerjakannya/mengetahui jawabannya.

5. Guru memenggil salah satu nomor peserta didik dan peserta didik yang nomornya dipanggil melaporkan hasil kerjasama diskusi kelompoknya.

6. Tanggapan dari teman yang lain, kemudian guru memanggil nomor yang lain dan seterusnya.

7. Kesimpulan.

c) Langkah penutupan

1. Siswa diminta untuk membuat rangkuman tentang materi yang dipelajari.

2. Siswa diberikan tugas terkait dengan materi yang dipelajari

3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumberbelajar: BukuThe World 2 Internet

Kamus

I. Learning evaluation

Technique	: individual performance
Form	: oral presentation
Instrument	: rubric of presentation

Padangsidimpuan,

2017

Validator

The Teacher

<u>Sojuangon Rambe, S.S., M.Pd.</u> Nip. 19790815 200604 1 003 <u>MARIA</u> NIM: 133400091

LEARNING MATERIAL

A. Expression of Satisfaction

Expression of satisfaction is an expression for a feeling of happiness or pleasure because you have achieved something or got what you wanted.

(Expression of satisfaction adalah ekspresi untuk perasaan bahagia atau senang karena Anda telah mencapai sesuatu atau mendapatkan apa yang Anda inginkan). Perasaan ini muncul ketika misalnya kita makan di sebuah restoran, kita mendapatkan menu masakan yang sangat enak, dan pelayanannya pun sangat baik, jadi kita pun merasa puas.

B. Expressing of Satisfaction:

- 1. I really like....
- 2. I'm completely satisfied with....
- 3. It was satisfactory....
- 4. It was ok. Not too bad
- 5. It was terrific
- 6. I'm very satisfied with...
- 7. I am very happy
- 8. It's was great
- 9. I like it.
- 10. I enjoy it very much.
- 11. Good enough
- 12. Everything was just perfect.

C. Example :

Well, <u>it's was great</u>!!! <u>It can unforgettable</u>, it was my 10th birthday. That day, all of my friends came to my house and we've had lots of fun. After we ate the birthday cake, we lit candles and turned of all the lights then we told ghost stories to saw who is coward and me is that person. Because I'm scared of ghost stories so we played connecting sing, it's mean the last word of the song you sing- it will be the first word of the song the next person sing and we had a rule: who can't sing connect will make fun for us. The time faster than we image, at 11 o'clock all of my friends went to their home and I went to sleep. <u>It was very satisfactory</u> and <u>I am very happy</u>. I will never forget that birthday.

Appendix H

LEARNING MATERIAL

A. Expression of Dissatisfaction

Expression of dissatisfaction is a feeling we express when we do not get as enough as we hope and feel disappointed with some conditions, we must be dissatisfied.

(Expression of dissatisfaction adalah perasaan yang kita menyatakan ketika kita tidak mendapatkan yang kita harapkan dan merasa kecewa dengan berbagai kondisi, kita pasti puas).

B. Expressing of dissatisfaction:

- 1. It is disappointing
- 2. It is unacceptable
- 3. Well, this is most unsatisfactory
- 4. What an awful this...
- 5. It's not as good as I thought
- 6. I'm quite displeased about it
- 7. I am not satisfied
- 8. I hate it
- 9. I am not happy
- 10. I am a bit disappointed with...
- 11. I am little dissatisfied with...
- 12. I don't like the...
- 13. I have a complaint

C. Example :

I felt embarrassed when I came into the wrong class this morning. I collected my English home work. Actually It wasn't English class but Indonesian class. I didn't know that the schedule had been changed. My lecturer and my friends didn't give the information to me so how I can know it. I really <u>disappointed</u> and <u>I hate it</u>. My lecturer seemed annoyed and she seemed hate me.

Appendix

The Test for First Cycle

Instruction: Retell your pleasing experience in front of the class!

Padangsidimpuan,

2017

Validator

The Teacher

<u>Sojuangon Rambe, S.S., M.Pd.</u> Nip. 19790815 200604 1 003

<u>MARIA</u> NIM: 133400091 Appendix

The Test for Cycle 2

Instruction: Retell your disappointing experience in front of the class!

Padangsidimpuan,

2017

Validator

The Teacher

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MARIA NIM: 133400091

Appendix

STUDENTS' ANSWER IN CYCLE 1

Name : Nasip partukaran

Last week at the holiday, my friends and I went to Sijornih. They are wirda, efni, yati and usi. You know, sijornih was one of the touring place in Tapanuli Selatan. There we could find some places to visit. It was swimming pool, water fall and many cottages for rest. There my friends and I visited the swimming pool, I and my friends swam for long time. We swam from the morning until the afternoon. When we swam in the swimming pool we also played the game so we not feel boring. We really satisfied whole day and we really enjoy it very much. Before back home we didn't forget to took some pictures.

Name : Yolanda Oktaviani

At the school holiday, my friends and I went to my garden. There we could see nice view and we could find some flowers also. We were very satisfied with the situation. In my garden we cooked noodle, then we swam in river for an hour and we took some pictures. Then, in the afternoon we back home to my home, they were slept in my home for a night. We really enjoy it very much and we like holiday in the garden.

Name : Rahmi Atika

At the last day of final exam semester, my friend and I went to the market. We went together for bought a same shirt; after we arrived in the market then we found a dress store. There we saw a nice shirt and that was a new model, I meant stylist shirt. We were agreeing to buy that shirt so we meet the seller and asked her how much the price of that shirt. The seller put the price very expensive so we asked her to give us cheap price. After few times then she gave us as the price we want. We really satisfied with price and we were very happy. Then we back home together with laughing because that shirt was ok. Not too bad and we got with the cheap price.

Name : Rini Ariyanti

Yesterday, we went to my home town by bus. It was a pleasant trip. We were travelling for our own enjoyment. We woke up early. We went to the bus station at 9.30. the bus was late. It arrived about 10.00 so we really dissatisfied with this situation and we hate it. We traveled through the beautiful countryside. By the time we arrived my hometown, it was raining heavily. We had gone out without

an umbrella so our dress was wet, we really enjoy it very much. Then, we arrived to my parent's home then we took rest together. The day had passed was satisfactory and was ok. Next weekend we are planning to there again.

STUDENTS' ANSWER IN CYCLE 2

Name : Sri Wahyuni

At the last day of final exam semester, my friend and I went to the market. We went together for bought a same shirt; after we arrived in the market then we found a dress store. There we saw a nice shirt and that was a new model, I meant stylist shirt. We were agreeing to buy that shirt so we meet the seller and asked her how much the price of that shirt. The seller put the price very expensive so we asked her to give us cheap price. After few times she still not gave us as the price we want. We really dissatisfied with this situation and we were not happy. So, we went to other store to find the other but we can't move on from that shirt. So, we back home with sad face and we hate the seller.

Name : Melisa

At the final semester last year, we really dissatisfied with the result. Actually I and my friend were studied hard but we didn't know why our result still falls down. When the exam came we were always studied together. Sometimes in their home and sometime in my home, so we always together studied with happily. We thought we could to answer all the question of the exam paper because we read it about the question before the exam day, we discussed the material will be examined together. But, in the fact at the day to take the result we were fall down, we did not got the good result, we didn't get a satisfied result. We really hate that day, we really dissatisfied with the result last year.

Name : Sri Amanda Wahyuni Daulay

Yesterday, we went to my home town by bus. It was a pleasant trip. We were travelling for our own enjoyment. We woke up early. We went to the bus station at 9.30. the bus was late. It arrived about 10.00 so we really dissatisfied with this situation and we hate it. We traveled through the beautiful countryside. By the time we arrived my hometown, it was raining heavily. We had gone out without an umbrella so our dress was wet, we really hate it. Then, we arrived to my parent's home then we took rest together.

Name : Ilfa Khairi

We felt embarrassed when we came into the wrong class this morning. We collected our English home work. Actually it wasn't English class but Indonesian class. we didn't know that the schedule had been changed. Our teacher and other friends didn't give the information to us so how we can know it. We really disappointed and we hate it. our teacher seemed annoyed and she seemed hate us. Then our teacher asked us to left the class and gave us a punishment. We really not happy and dissatisfied with that condition.

APPENDIX

Observation sheet Indicators List of Teacher Classroom Procedures in Cycle 2

Physic Appearance and Written	
- Dressing cleanly and neatly	The teacher used grey shirt black skirt
- Dressing eleanity and reality	halls design brown shocks and black shirt,
Standing and writing face to students	The teacher stood in front of the class at
- Standing and writing face to students	to students
- Energetic and enthusiastic	The teacher came to the class on time
- Writing and explaining integrated	The teacher wrote definition of disappoi
- while and explaining integrated	and wrote expression of dissatisfaction
	and wrote expression of dissatisfaction
- Wring is nice and readable	teacher's written not too small and not t
- wring is nice and readable	whiteboard
Drogodumos	whiteboard
1 Students are pleased in groups and each person is	The teacher divided students to be four
1. Students are placed in groups and each person is	students gave a number by a teacher
2. The teacher gives a question or task to the students	The teacher explained the meterial then
2. The teacher gives a question of task to the students	The teacher explained the material then
2. The statester part their has to treather discuss the	The transformer lead the student to discuss
5. The students put their heads together, discuss the	the exection
confect answer, and make sure that everyone knows	the question
the answer.	
4. The teacher calls a number and those students raise their hands to respond	The teacher call the number to answer the
5. The responds of other group then the teacher calls	The teacher asked the students to gave a
other number	other group
6. Conclusion	The teacher made a conclusion of the m
Material	
- Learning objectives are explained	The teacher explained the definition, cha
	gave an example
- Related to the students experience	The teacher gave an example from a live
	experiences
- Detail and united explanation	The teacher explained the material deep
Reinforcement and Interaction with the Students	·
- Individual performance reward	The teacher gave a reward by say: good
	good, smart and gave applause
- Stimulating students' respond	The teacher gave feedback to the what s
- Responding students' question	Teacher respond or gave the answer of t
	question
Sond and Classroom Management	
- Audible sound	The teacher's sound was not too past an
<u></u>	· · · · · · · · · · · · · · · · · · ·

- Class noise control	The teacher advised the students if them
	the classroom
- Neatness and control	The teacher gave the students a few mine
	their chair when their chair was untidy.
- Class formation and arrangement	The teacher asked students to straighten
	chair

V

alidator

SojuangonRambe, S.S., M.Pd.

Nip. 19790815 200604 1 003

APPENDIX D

Observation sheet Indicators List of Teacher Classroom Procedures in Cycle 1

School	: SMA N 1 Batang Angkola
Subject Matter	: English
Class/ Semester	: XI IPA-I/ 1
Date	: July 26 th 2017
Observer	: Drs. Andi Hotman as Collaborator

Physic Appearance and Written	
- Dressing cleanly and neatly	
- Standing and writing face to students	
- Energetic and enthusiastic	
- Writing and explaining integrated	
- Wring is nice and readable	
Procedures	
7. Students are placed in groups and each person is given a number.	
8. The teacher gives a question or task to the students	
9. The students put their heads together, discuss the	
correct answer, and make sure that everyone knows	

the answer.	
10 The teacher calls a number and those	
students raise their hands to respond	
students raise their names to respond	
11. The responds of other group then the teacher	
calls other number	
12 Conclusion	
Material	
- Learning objectives are explained	
- Related to the students experience	
- Detail and united explanation	
1	
Dainforcement and Interaction with the Students	
Individual mentanti interaction with the Students	l
- Individual performance reward	
- Stimulating students' respond	
Responding students' question	
- Responding students question	
Sond and Classroom Management	
- Audible sound	

- Class noise control	
- Neatness and control	
- Class formation and arrangement	

Validator

Drs. Andi Hotman

APPENDIX I

Observation sheet Indicators List of Teacher Classroom Procedures in Cycle 2

School

: SMA N 1 Batang Angkola

: English
: XI IPA-I/ 1
: August 2 nd 2017
: Drs. Andi Hotman as Collaborator

Physic Appearance and Written	
- Dressing cleanly and neatly	
- Standing and writing face to students	
- Energetic and enthusiastic	
- Writing and explaining integrated	
- Wring is nice and readable	
Procedures	Γ
1. Students are placed in groups and each person is	
given a number.	
2. The teacher gives a question or task to the students	
3. The students put their heads together, discuss the	
correct answer, and make sure that everyone knows	
the answer.	
4. The teacher calls a number and those students raise	
their hands to respond	
5. The responds of other group then the teacher calls	

other number	
6. Conclusion	
Material	
- Learning objectives are explained	
- Related to the students experience	
- Detail and united explanation	
Deinforment and Internation with the Students	
- Individual performance reward	
- Stimulating students' respond	
- Responding students' question	
Sound and Classroom Management	
- Audible sound	
- Class noise control	

- Neatness and control	
- Class formation and arrangement	

Validator

Drs. Andi Hotman

APPENDIX F

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English

Class/Semester : XI IPA -1/ I

: Cycle 1

Observer

Cycle

: Drs. Andi Hotman as collaborator

No	Students	Students Activities				
		Student who makes	Student who goes	Student who sleep in the	Student w	
		noisy in the	permission	classroom	around	
		classroom				
1.	AA					
2.	AWL					
3.	EH					
4.	IM					
5.	IK					
6.	JN					
7.	LIAH					
8.	MLS					
9.	NP					
10.	NSN					
11.	NHY					
12.	NT					
13.	RI					
14.	RAP					
15.	RST					
16.	RS					
17.	RT					
18.	SAWD					
19.	SW					
20.	USS					
21.	USN					
22.	WS					
23.	YO					
Total		1	1	-		
Condition of the classroom		The condition of cycle 1was not peaceful. 1 student (RS) made a noisy in the classroor students (AA, IM) walked around.				

Padangsidimpuan, August 1st 2017

Validator

Teacher

Drs. Andi Hotman

MARIA

APPENDIX L

	Observation Note Sheet		
	Students' Activity in Teaching Learning Process		
	Classroom Action Research		
Subject Matter	: English		
Class/Semester	: XI IPA -1/ I		
Cycle	: Cycle 2		
Observer	: Drs. Andi Hotman as collaborator		

No	Students	Activities				
		Student	Student who	Student who	Student	Student
		who makes	goes	sleep in the	who walks	who
		noisy in the	permission	classroom	around	doesn't
		classroom				attend
1.	AA					
2.	AWL					
3.	EH					
4.	IM					
5.	IK					
6.	JN					
7.	LIAH					
8.	MLS					
9.	NP					
10.	NSN					
11.	NHY					
12.	NT					
13.	RI					
14.	RAP					
15.	RST					
16.	RS					
17.	RT					
18.	SAWD					
19.	SW					
20.	USS					
21.	USN					
22.	WS					
23.	YO					
Total		1		-		
Condition of		The condition of cycle 2 was better than the condition of cycle 1.				
the classroom		Only 1 student (RT) made a noisy in the classroom, and 1 student				
		(AWL) Doesn't attent				

Padangsidimpuan, August 8th 2017

Validator

Teacher

Drs. Andi Hotman MARIA

Lesson Plan in Cycle 2

Lesson Plan 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	:SMA Negeri 1 BatangAngkola
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA-2
Materi	: Disappointing Experience
Meeting	: 1 & 2
Alokasi Waktu	: 2 x 45 minutes

A. Standar Kompetensi :

Mendengarkan

3. Memahami makna dalam transactional dan interpersonal conversation dalam konteks kehidupan sehari-hari.

Berbicara

4. Mengungkapkan makna dalam transactional dan interpersonal conversation dalam kehidupan sehari-hari.

B. Kompetensi Dasar :

1.2. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Disappointing Experience*

2.2. Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Disappointing Experience*

C. Indikator

- 3. Mengidentifikasi makna tindak tutur: Disappointing Experience
- 4. Menggunakan tindak tutur: Disappointing Experience

:

D. Tujuan Pembelajaran

:

Pada akhir pembelajaran siswa dapat:

- 3. Merespon dengan benar terhadap tindak tutur : *Disappointing Experience*
- 4. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal atau transaksional: *Disappointing Experience*

E. Metode/strategy Pembelajaran :

Numbered heads together plus strategy

Problem solving.

- *a*. Teacher and students mutually to design numbered heads together strategy together
- *b*. Teacher give the roles before the day of execution so that students have preparation
- c. Teacher explain the material clearly as in the first cycle
- *d*. Teacher advise students to be interactive by not thinking about the right and wrong
- *e*. Teacher solve the students' worry-ness by having close approach (face to face conversation)
- f. Teacher gives the motivation to the students.
- F. Materi Pembelajaran : Disappointed Experience

G. Langkah-langkahKegiatanPembelajaran :

Langkah-langkahpembelajaran numbered heads together

- a. Tahap persiapan
 - Merumuskan tujuan yang harus dicapai oleh siswa setelah proses numbered heads together berakhir
 - Mempersiapkan garis besar langkah-langkah numbered heads together
 - o Melakukan ujicoba numbered heads together

- b. Tahap pelaksanaan
 - a) Langkah pembukaan
 - 1. Mengucapkan salam dengan ramah kepada siswa

2. Siswa dibagi kedalam kelompok dan masing-masing diberi nomor

3. Mengemukakan tujuan yang harus dicapai oleh siswa

4. Mengemukakan tugas-tugas yang harus dilakukan oleh siswa, misalnya siswa mencatat hal-hal yang penting dari setiap pembelajaran

- b) Langkah pelaksanaan numbered heads together
 - a. Menyampaikan dan menjelaskan tentang materi
 - b. Peserta didik dibagi dalam kelompok, setiap peserta didik dalam setiap kelompok mendapat nomor.
 - Guru memberikan tugas dan masing-masing kelompok mengerjakannya.
 - Kelompok mendiskusikan jawaban yang benar dan memastikan tiap anggota kelompok dapat mengerjakannya/mengetahui jawabannya.
 - Guru memenggil salah satu nomor peserta didik dan peserta didik yang nomornya dipanggil melaporkan hasil kerjasama diskusi kelompoknya.
 - 6. Tanggapan dari teman yang lain, kemudian guru memanggil nomor yang lain dan seterusnya.
 - 7. Kesimpulan.
- c. Langkah penutupan
 - 1. Siswa diminta untuk membuat rangkuman tentang materi yang dipelajari
 - 2. Siswa diberikan tugas terkait dengan materi yang dipelajari
 - 3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- H. Sumberbelajar: Buku The World

Internet

I. Learning evaluation

Technique	: individual performance
Form	: oral presentation
Instrument	: rubric of presentation

Padangsidimpuan, 2017

Validator

The Teacher

<u>Sojuangon Rambe, S.S., M.Pd.</u> Nip. 19790815 200604 1 003 MARIA

NIM: 133400091

List if Interview

Students' interview

- 1. Logat (accent)
 - a. Pengucapan sering tidak jelas?
 - b. Kesalahan yang buruk sering terjadi dan logat yang kasar membuat sulit dipahami?
 - c. Karena logatnya asing memerlukan konsentrasi untuk mendengar dan terjadi kesalahan pengucapan yang jelas kadang-kadang menimbulkan kesalahpahaman dan tampak kesalahan pada tata bahasa atau kosakata?
 - d. Terjadi beberapa aksen yang aneh dan kadang-kadang kesalahan pengucapan tetapi tidak menyebabkan kesalahpahaman makna?
 - e. Salah pengucapan tidak etara, tetapi tidak seperti penutur asli?
- 2. Tata bahasa(grammar)
 - a. Tata bahasa hampir seluruhnya yang tidak tepat?
 - b. Melakukan kesalahan yang terus menerus pada pola gramatikal sering menghambat komunikasi?
 - c. Sering melakukan kesalahan pada pola gramatikal menyebabkan sejumlah gangguan dan kesalahpahaman?
 - d. Sedikit melakukan kesalahan dengan tidak adanya pola yang salah?
- 3. Kosakata (vocabulary)
 - a. Kosakata tidak memadai sekalipun untuk percakapan yang sangat mudah?
 - b. Kosakata terbatas untuk kebutuhan-kebutuhan percakapan dasar(waktu, makanan, transfortasi, dan keluarga)?
 - c. Pemilih kata kadang-kadang tidak tepat, terbatasnya kosakata menyebabkan sulitnya diskusi pada berbagai bidang profesi dan social?
 - d. Kosakata luas dan tepat, secara umum bisa digunakan untuk membahas topik-topik dalam sitiasi yang beragam?
- 4. Kelancaran (fluency)
 - a. Kelancaran kadang tidak selalu mudah dalam mengucap?
 - b. Berbicara terbata-bata dan berputus-putus mungkin terjadi?
 - c. Berbicara sangat lambat dan tidak sesuai kecuali kalimat sehari-hari atau kalimat pendek?
 - d. Terkadang berbicara ragu-ragu dengan sedikit ketidak sesuaian yang di sebabkan oleh pengungkapan yang berbeda dan pengelompokan kosakata?

e.

- 5. Pemahaman (comprehension)
 - a. Sulit memahami sekalipun untuk jenis percakapan yang paling sederhana?

- b. Hanya memahami ucapan yang pelan dan sederhana atau hanya untuk percakapan biasa, membutuhkan pengulangan secara konstan?
- c. Memahami ucapan yang di nyatakan dengan hati-hati, agak disederhanakan dengan pengulangan dan pengucapan kembali?
- d. Cukup memahami percakapan normal tapi terkadang memerlukan pengungkapan kembali?
- e. Memahami semua percakapan terkecuali untuk sejumlah kosakata yang jarang dipakai, pengucapan yang cepat atau pengucapan yang kurang jelas?
Appendix N

			Spea	aking So	core			
No	Name	1	2	3	4	5	Total	Score (Total x 4)
1.	AA	5	4	4	2	4	19	76
2.	AWL	3	3	2	4	4	16	64
3.	EH	3	3	2	4	3	15	60
4.	IM	3	3	2	4	4	16	64
5.	IK	4	4	2	4	3	17	68
6.	JN	4	3	3	5	4	19	76
7.	LIAH	3	3	2	3	2	13	52
8.	MLS	3	3	2	4	4	16	64
9.	NP	4	3	2	4	4	17	68
10.	NSN	4	3	4	4	4	19	76
11.	NHY	2	3	2	4	4	15	60
12.	NT	3	4	4	4	3	18	72
13.	RI	3	3	3	4	3	16	64
14.	RAP	2	3	2	4	4	15	60
15.	RST	4	3	3	4	3	17	68
16.	RA	3	4	4	4	5	20	80
17.	RT	3	3	3	3	3	15	60
18.	SAWD	3	3	3	4	4	17	68
19.	SW	3	3	2	4	3	15	60
20.	USS	4	3	4	4	4	19	76
21.	USN	3	2	2	4	4	15	60
22.	WS	3	2	2	4	4	15	60
23.	YO	4	3	2	4	3	16	64
Tota	lscores	76	71	61	89	84	380	1520
Mea	n	3.31	3.09	2.65	3.87	3.65	16.52	66.09
Perc	entage				21	.74%		

Students' Speaking Score in the First Cycle

*The students who passed the passing grade (75) in the first cycle.

Appendix O

Students' Speaking Score in the Second Cycle

^{*}Approved by co-teacher (Mr. Drs.Andi Hotman.) and the observer

			Spe	aking S	core	-		
No	Name					_		Score
		1	2	3	4	5	Total	(Total x 4)
1.	AA	4	4	5	4	3	20	80
2.	AWL	4	4	4	4	4	20	80
3.	EH	3	4	4	4	4	19	76
4.	IM	3	4	4	4	4	19	76
5.	IK	4	4	4	4	5	21	84
6.	JN	4	4	4	4	5	21	84
7.	LIAH	4	4	4	3	5	20	80
8.	MLS	4	3	4	4	5	20	80
9.	NP	3	4	4	4	4	19	76
10.	NSN	5	4	4	4	4	21	84
11.	NHY	4	4	3	4	4	19	76
12.	NHT	5	4	4	4	5	22	88
13.	RI	4	4	4	3	4	19	76
14.	RAP	4	3	4	4	4	19	76
15.	RST	4	4	4	4	5	21	84
16.	RA	5	4	5	5	4	23	92
17.	RT	4	4	4	2	4	18	72
18.	SAWD	3	3	4	4	4	18	72
19.	SW	3	3	3	3	4	16	64
20.	USS	3	4	4	4	5	20	80
21.	USN	3	3	4	4	4	18	72
22.	WS	3	4	3	4	4	18	72
23.	YO	3	3	4	3	4	17	68
Tota	lscores	86	86	91	87	98	448	1792
Mea	n	3.74	3.74	3.96	3.78	4.26	19.48	77.91
Percentage		73.91%						

*Students did not pass the passing grade (75) in the 2nd cycle

Appendix P

Comparison of Students' Achievement In Cycle 1 and Cycle 2

NoNameCycle 1 First TestCycle 2 Second TestState	
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* Students didn't pass the passing grade (75) in cycle 2

1.	AA	76	80	Improved
2.	AWL	64	80	Improved
3.	EH	60	76	Improved
4.	IM	64	76	Improved
5.	IK	68	84	Improved
6.	JN	76	84	Improved
7.	LIAH	52	80	Improved
8.	MLS	64	80	Improved
9.	NP	68	76	Improved
10.	NSN	76	84	Improved
11.	NHY	60	76	Improved
12.	NHT	72	88	Improved
13.	RI	64	76	Improved
14.	RAP	60	76	Improved
15.	RST	68	84	Improved
16.	RA	80	92	Improved
17.	RT	60	72	Improved
18.	SAWD	68	72	Improved
19.	SW	60	64	Improved
20.	USS	76	80	Improved
21.	USN	60	72	Improved
22.	WS	60	72	Improved
23	YO	64	68	Improved
Total	score	1520	1792	Improved
Mean score		66.09	77.91	Improved

Appendix Q

DOCUMENTATIONS













APPENDIX

CURRICULUM VITAE



A. Identity

Name	: MARIA
Reg.Number	: 13 340 0091
Place/ Birthday	: Kota Paret/ February, 13 th , 1995
Sex	: Female
Religion	: Islam
Address	: Kota paret, Kec. Simpang Kanan, Kab. Rokan
	Hilir

B. Parents

Father's name	: H.Ismail Lubis
Mother's name	: Hj.Murni Siregar

C. Educational Background

1.	Elementary School	: SD N 006 Kota Paret	(2007)
2.	Junior High School	: MTs S Dar al- Ma'arif	(2010)
3.	Senior High School	: MAS Dar al- Ma'arif	(2013)
4.	Institute	: IAIN Padangsidimpuan	(2017)

Nomor : B - 053 /ln.14/E.4c/ Hal : Izin Penelitian Penyelesaian Skrips	TL.00/05/2017 si.	24 Mei 2017
Yth. Kepala SMA N 1 Batang , Kabupaten Tapanuli Selatan	Angkola	
Dengan hormat, Dekan Fakul	Itas Tarbiyah dan Ilmu Keguruan	Institut Agama Islam Negeri
Nama	an banwa :	
NIM : 133400	0091	
Fakultas/Jurusan : Tarbiya	ah dan Ilmu Kegunuan/TBI	
Alamat : Bagan	Batu	
adalah benar Mahasiswa IA dengan Judul " Improving Together at Grade XI SMA N bantuan Bapak/Ibu untuk mer	NN Padangsidimpuan yang sed Students' Speaking Ability Ti N 1 Batang Angkola ". Sehubung mberikan data dan informasi ses	ang menyelesaikan Skripsi hrough Numbered Heads yan dengan itu, kami mohon yai dengan maksud judul di
atas. Demikian disampaikan, atas ke	erja sama yang baik diucapkan teri	imakasih.
	a,n Dekan Wakil De 7Dr. Leiya NIP. 197	An Bid. Akademik Hilda, M.Si 20920 200003 2 002
	Zur Vokali De ZDr. Lelya NIP. 197	Hilda, M.Si 20920 200003 2 002

