

**IMPROVING SPEAKING SKILLS OF GRADE VIII B STUDENTS OF
SMP NEGERI 1 JOGONALAN THROUGH NUMBERED HEADS
TOGETHER STRATEGY IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education**



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2015

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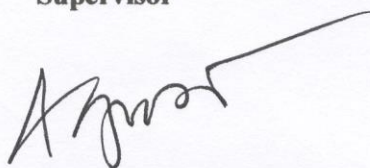
A THESIS

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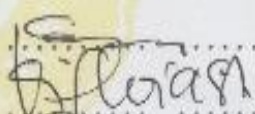
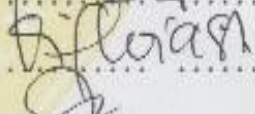
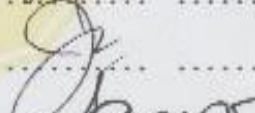
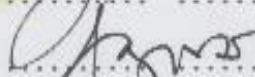
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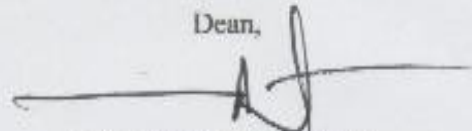
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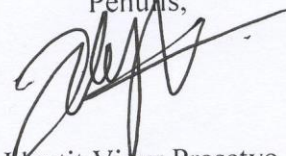
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2015

Penulis,



Identit Vigur Prasetyo

DEDICATIONS

I lovingly dedicate this thesis to:

Keluarga.

Bapak. Ibu.

Mas Andi. Mas Dedy. Vigur. Adiv. Avida.

MOTTO

Anglaras ilining banyu, ngeli ananging ora keli.

-Sunan Kalijaga-

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My big family: mother, father, brothers, for the endless prayer, love and patience. My teachers, for the knowledge. My “other” teachers, for the other knowledge and wisdom. My beloved PBI D friends, for the support. My greatest Ceria friends, for the “support”. All of my friends, that I cannot mention one by one.

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I hope that this thesis would be useful for the readers. However, I realise that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 21 April 2015

The Researcher

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
<i>PERNYATAAN</i>	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES AND FIGURES	xii
ABSTRACT	xiii

CHAPTER I: INTRODUCTION

A. The Background of the Research	1
B. The Identification of the Problems	3
C. Delimitation of the Problem	4
D. The Formulation of the Problem	5
E. Objective of the Research	5
F. Significance of the Research	5

CHAPTER II: LITERATURE REVIEW

A. Literature Review	7
1. The Notion of Speaking	7
a. The Definition of Speaking	7
b. Functions of Speaking.....	8
c. Basic Types of Speaking.....	9
d. Micro-Macro- Skills of Speaking	11
e. Components Underlying Speaking Effectiveness.....	13
f. Difficulties of Speaking.....	14

2. Teaching Speaking	15
a. Principles of Teaching Speaking.....	15
b. The Teacher's Roles	16
c. Classroom Speaking Activities.....	17
d. Different Factors Affecting Students' Speaking Ability.....	18
e. Assessing Speaking.....	20
f. Teaching Speaking in Junior High School	21
3. Numbered Heads Together	22
a. The Nature of Numbered Heads Together.....	22
1) Cooperative Learning Model	25
2) Principles of Cooperative Learning Model.....	24
3) Cooperative Learning Procedure.....	27
4) Cooperative Learning Objectives.....	28
b. Applying Numbered Heads Together.....	28
1) Steps of Numbered Heads Together.....	29
2) The Advantages of Using NHT.....	29
B. Relevant Studies	31
C. Conceptual Framework	32

CHAPTER III: RESEARCH METHOD

A. Type of Research	34
B. Subject and Object of the Research.....	35
C. Setting of the Research	35
D. Procedure of the Research.....	36
1. Reconnaissance	36
2. Planning	36
3. Action	36
4. Observation	36
5. Reflection	37
E. Data Collection	37
1. Data Collection Technique	38

2. Instruments	38
F. Data Analysis Technique	39
G. Reliability and Validity	41

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance	42
1. Identification of the Problem	42
2. Problem Selection based on the Urgency Level	46
3. Problem Selection based on the Feasibility Level	47
B. Implementation of the Actions	48
1. Report of Cycle I	48
a. Planning	48
b. Action and Observation	50
c. Reflection	60
2. Report of Cycle II	64
a. Planning	64
b. Action and Observation	65
c. Reflection	72
C. Findings and Discussion	75

CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions	83
B. Implications	85
C. Suggestions	86

REFERENCES	87
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APPENDICES

A. Observations	89
B. Course Grids	94
C. Lesson Plans	106

D. Attendance Lists	127
E. Speaking Rubric	128
F. Students' Speaking Scores	129
G. Vignettes	135
H. Interview Guidelines and Transcripts	142
I. Photographs	152
J. Letters	156

LIST OF TABLES AND FIGURES

TABLES

Table 1	Examples of Short Conversations	10
Table 2	Core and Basic Competences of Teaching Speaking in Junior High School	21
Table 3	Field Problems Occurred in the Teaching and Learning Process	47
Table 4	The Most Urgent Problems	48
Table 5	The Most Feasible Problems.....	48
Table 6	Changes in the Teaching and Learning Process after the Implementation of the Actions	78
Table 7	Students' Mean Scores in Speaking Aspects in Pre-Test	80
Table 8	Students' Mean Scores in Speaking Aspects in Cycle 1	80
Table 9	Students' Mean Scores in Speaking Aspects in Cycle 2	81
Table 10	Comparison between the Students' Mean Score in Pre-Test, Cycle 1, and Cycle 2	81

FIGURES

Figure 1	Cyclical Action Research model based on Kemmis and Mc Taggart (1988).....	34
Figure 2	The Steps of the Qualitative Data Analysis.....	39
Figure 3	Table for Tic Tac Toe Game.....	60

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ABSTRACT

The objective of this research was to improve the speaking skills of grade VIII B students of SMP Negeri 1 Jogonalan in the academic year of 2014/2015 through Numbered Heads Together strategy.

This research was categorized into action research that consisted of two cycles. This research used model proposed by Kemmis and Taggart in Burns (2010) that involved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were 40 students in grade VIII B of SMP Negeri 1 Jogonalan. The focus of this research was improving the students' speaking skill. The data of this research were in the forms of qualitative and quantitative data. The qualitative data were in the forms of interview transcripts, vignette, and photos, which were collected by interviewing the students and the English teacher, observing the teaching and learning processes, and taking photographs. The quantitative data were in the forms of the students' speaking scores, which were collected by conducting a pre-test and a speaking test. In this research, the researcher used three triangulation principles: time triangulation, space triangulation, and investigator triangulation.

Based on the results and findings of the research, it showed that the implementation of Numbered Heads Together (NHT) strategy was successful to improve speaking skills of grade VIII B students of SMP Negeri 1 Jogonalan in the academic year of 2014/2015. The improvement involved in four aspects of speaking: pronunciation, intonation, fluency, and accuracy. The students were able to speak in falling or raising intonation based on the type of the sentences. Most of the students delivered their speaking fluently without hesitation. They were able to make dialogues by themselves. Most of the students placed the words in the right order and used various expressions based on the situation. The improvements were showed by comparing the mean scores of the students' speaking scores in the pre-test and Cycle 2. The gain score of pronunciation aspect was 1.04; the gain score of intonation aspect was 1.26; the gain score of accuracy aspect was 1.32; and the gain score of fluency aspect was 1.38. It can be concluded that the improvements were found in each aspect of speaking.

CHAPTER I INTRODUCTION

A. Background of the Research

English is regarded as an international language. It means that English is the preferred language to be used in international relationship. This situation requires Indonesian people to learn English in order to join to the global relationship. According to the Indonesian government rules No. 19/2005 articles 6 verse 1, English is one of compulsory subjects in the junior high schools. However, teaching English is not simple because Indonesian learns English as a foreign language. It means that English language is not widely used outside the school.

English has several macro-skills of language that have to be mastered. They are listening, speaking, reading, and writing. Those skills are related to each other. In this case, the focus is on the speaking skill. It is because speaking is considered as one of the basic skills of a language. It is the first macro-skill that has to be mastered by people who want to be able to communicate fluently. This consideration is based on Richards, (2008) that speaking is one of the elements of communication.

Spratt, Pulverness, & William (2005) state that speaking is a productive skill. It involves producing language rather than receiving it. In speaking, people will produce spoken language. They also state that in speaking, people will make the use of speech. Speaking takes place everywhere and has become daily activities. People apply real things about language that they have learned. They also state that speaking is a stage of language mastery where people can express ideas, feeling,

and thought. In speaking, people should construct the ideas fluently and contextually to make it understandable so that other people can catch the meaning or the purpose.

Teaching speaking requires more attention to the learner's performance. Learners must give more efforts to master the speaking skill because they do not use the language in the daily life. A teacher should create a good atmosphere in the classroom to enhance the speaking performance of the students. Besides, speaking activities do not work in the classroom because many factors prevent students to speak English with their friends. They are afraid of making mistakes, of being laughed by their friends and of having lack of confidence in their ability.

Based on the observations in Grade VIII B of SMP N 1 Jogonalan and the interviews with the English teacher and the students, some problems related to the students' speaking skills were found. The students were reluctant to speak English in the classroom and did not know how to start their speeches. When they tried to deliver their speeches, they often did not say the English words properly and used incorrect words. Their intonations were also flat.

By conducting this research, the problems were expected to be solved. In this case, the researcher created the situation that was able to encourage real communication. Numbered Heads Together (NHT) is a cooperative learning strategy that is able to be applied in teaching speaking. NHT is believed as one of potential strategy that is able to encourage students to express themselves. NHT is also potentially useful to encourage students to interact with each other orally. Based on the reasons above, the solution was to implement NHT during the teaching

and learning process, especially speaking. By using this kind of strategy, students were expected that it is great to express their ideas.

B. The Identification of the Problems

All of the problems which were explained earlier were also seen at SMP Negeri 1 Jogonalan. To identify the problems that occurred at SMP Negeri 1 Jogonalan, following activities had been done: interviewing the English teacher and observing the English teaching and learning process in the classroom. Based on the observation and interview, Some problems were found in the classroom. The identification of the problems presented as follows.

The first problem was related to the students. The students were not active during the classroom activities. Most of the students made many noises by talking each other during the lesson, even when the teacher was in the classroom. However, they just kept silent when the teacher asked questions to them. There were only some students actively involved during the lesson. Besides, the students seemed not enthusiast to practice speaking in English. It could be seen when the teacher asked them to perform in the class, most of them refused to do it. They were afraid of making mistakes. The students were reluctant to speak English. It could be seen that during the lesson, they used Indonesian even Javanese instead of English. Moreover, the students had low mastery in vocabulary so that they did not know the meaning of most English words and sentences. They also had problem in pronunciation. When they were asked to pronounce some English words, they could not pronounce the words correctly.

Second problem was related to the teaching method. Based on the observation and interviews, the interactive technique or media of teaching such as games, discussions, and group works were not applied to the teaching and learning process. As a result, the students did not have opportunities to interact with the teacher and the other students. Thus, the English teaching and learning process tended to be teacher-centered. The applied method did not give students enough opportunities to work cooperatively in discussing questions. Individual practices were mostly used in the classroom so that the interaction among students was very limited. Then, Indonesian was preferred to use than English during the lesson. As a result, the students were not accustomed to use English during the lesson.

Finding those problems, there should be a way or a strategy to solve those problems so that the students' speaking skills could improve.

C. Delimitation of the Problem

In this research, the focus was on the process of teaching speaking that can encourage students to express their ideas. By conducting that kind of teaching and learning process, students were expected to be stimulated to explore their speaking skills. They were also expected to be focus on constructing and expressing their ideas to be meaningful as required. The research focused on the eighth grade students.

D. Formulation of the Problem

Based on limitation of the problem mentioned above, the formulation of the problem was:

“How can the students’ speaking skills at the second grade of SMP Negeri 1 Jogonalan be improved through Numbered Heads Together strategy?”

E. Objective of the Research

The aim of the research was to improve speaking skills of the eighth grade students of SMP Negeri 1 Jogonalan through Numbered Heads Together strategy.

F. Significance of the Research

This research was expected to give contribution theoretically and practically.

1. Theoretical significance

Theoretically, this research was expected to enrich the knowledge on the techniques of teaching speaking for students through Numbered Heads Together.

2. Practical significance

Practically, this research was expected to be useful for:

a. Students

This research was expected to help the students of SMP Negeri 1 Jogonalan to learn how to speak and make them confident to speak English.

b. English teachers

This research was expected to provide an input for the teachers in providing an alternative solution to improve their students’ speaking skills through Numbered Heads Together.

c. English Education Department students

This result might become one of the references to get information about the significance of the use of Numbered Heads Together strategy and to inspire those who are interested in conducting research studies using this strategy. It was also able to enrich and enlarge the knowledge of teaching English, especially in improving the speaking skill.

d. The researcher

This research was expected to increase the awareness of the contribution of Numbered Heads Together strategy to improve the students' speaking skills in the teaching and learning processes and gave the experience in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. The Notion of Speaking

Communication is an interactive process that involves the transmission of information, ideas, thoughts, and feelings. Communication is not passive and it does not just happen, because both the speaker and the listener are actively and consciously engaged in a conversation in order to develop and exchange information, meaning, and understanding. Communication is considered as an interactive process because there are two communication agents involved in its process; they are the sender and the receiver. They give influences on each other through responses. According to Savignon (1983: 8), communication is also defined as a continued process of expression, interpretation, and negotiation. Therefore, communication involves at least two people to exchange information, ideas, thoughts, or feelings through expression, interpretation, and negotiation.

a. The Definition of Speaking

Communication can be done by using spoken or written language but mostly people use the first one. Speaking is one of skills in English which is purposed to teach students how to communicate using spoken language. Speaking has also become object of study of many experts. Therefore, there are some definitions of speaking proposed by them. Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed. Those observations 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.

Channey (1998: 13) states that speaking is a process of building and sharing meaning using verbal and non-verbal symbols in a variety of contexts. Bryne (1998: 8) also mentions that, speaking is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

In the same respect, Nunan (2003: 48) agrees with Bryne that speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. According to Chastain (1998: 330-358), speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions.

From the above definitions, it can be reffered that speaking ability is a skill, which is communicating the speech sound for expressing and conveying messages or ideas. To do that kind of ability, someone should have some particular knowledge.

b. Functions of Speaking

Richards (2008: 21-28) distinguishes three functions of speaking which are different in term of the form, function, and teaching approaches. The functions of speaking are: talk as interaction, talk as transaction and talk as performance.

The first function of speaking is talk as interaction. Talk as interaction describes interaction that serves a primarily social function. To establish a comfortable zone of interaction with others, people exchange greeting, engage in

small talk, and recount recent experience, when they meet. Such exchanges may be either casual or more formal, depending on the circumstances. The focus of interaction is more on the speaker in how they wish to present him/herself to others than on the message.

The second function of speaking is talk as transaction. Talk as transaction refers to situation where the focus is on what is said or done. The central focus on this kind of function is the message and making oneself understood clearly and accurately.

The third function of speaking is talk as performance. Talk as performance refers to public talk, that is, a talk that transmits information before an audience. It tends to be in the form of monolog rather than dialog, often follows a recognizable format and is closer to written language than conversational language.

c. Basic Types of Speaking

Brown (2004: 141) divides five basic types of speaking. They are:

1) Imitative

At one end of a continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”. No inference is made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the

short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture- cued tasks including simple sequences; and translation up to the simple sentence level.

3) Responsive

Responsive assessment tasks include interaction and test comprehension. However, it is at limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is usually a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

Table 1. **Examples of Short Conversations**

A	Marry : Excuse me, do you have a time? Drog : Yeah. At nine-fifteen.
B	Teacher : What is the most urgent environmental problem today? Student : I would say massive deforestation.
C	Jeff : Hey, Steff, how's it going? Stef : Not bad, and yourself? Jeff : I'm good Steff : Cool. Okay, gotta go!

4) Interactive

The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes include multiple exchanges and participants. Interaction can take the two forms of transactional languages, which has the purpose of exchanging specific information, or interpersonal matters, and which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to peak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations.

5) Extensive (monologue)

Extensive oral production tasks include 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 together. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie)

d. Micro- and Macro-skills of Speaking

Speaking consists of micro- and macro-skills. Brown (2004) proposes micro- and macro-skills of speaking. Micro-skills of speaking are about producing morphemes, words, phrases, and sentences. Macro-skills of speaking are about fluency, discourse, function, style, nonverbal communication, and the like.

According to Brown (2004: 142), there are 16 different skills in English as mentioned below.

1) Micro-skills

- a) Produce differences among English Phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- h) Use grammatical word classes (noun, verb, etc.), systems (e.g., tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

2) Macro-skills

- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistics features in face-to-face conversations.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Those micro- and macro-skills can help teachers to design appropriate speaking tasks to students. Brown (2004) also proposes some issues that should be considered as the teachers set out to design speaking task:

- a) No speaking task is capable of isolating the single skill of oral production.
- b) Eliciting can be tricky because beyond the word level, spoken language offers a number of productive options to test takers.
- c) It is important to carefully specify scoring procedures.

According to these issues, teachers should be careful in designing speaking tasks. Speaking tasks cannot be isolated from listening activities as the input.

e. Components Underlying Speaking Effectiveness

According to Canale and Swain in Richards & Renandya (2002: 206), there are four abilities underlying speaking effectiveness.

1) Grammatical competence

In order to convey meaning, a speaker must have the knowledge of words and sentences. He/she must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speaker to use and understand English language structure accurately and unhesitatingly, which contributes to their fluency.

2) Discourse competence

In addition to grammar competence, a speaker must also develop his/her discourse competence. He/she must concern with the discourse relationships such as formal or informal utterance and the rules of cohesion and coherence in sentences. This relationships help to communicate in a meaningful way. He/she must also concern with the relationships of time, indicator, contrast, and emphasis. This relationships help to manage the turn taking in conversation.

3) Sociolinguistic competence

A speaker must also have Sociolinguistic competence, which involves knowing what users of the target language expect socially and culturally. The

speaker must acquire the rules and norms for effective and appropriate use of the target language.

4) Strategic competence

A speaker must have perhaps the most important of all communicative competences, Strategic competence. With reference to speaking, Strategic competence refers to the ability to know: how and when to take a floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication.

f. Difficulties of Speaking

Many people regard that speaking skill is difficult. The following eight characteristics of spoken language are proposed by Brown (2001: 270-271) which can make oral performance easy as well as, in some cases, difficult.

- 1) Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
- 2) Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
- 3) Reduced forms. Contractions, elisions, reduced vowels etc. are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.
- 4) Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time in English such as inserting fillers like uh, um, well, you know, I mean, etc. hesitation phenomena are the most salient difference between native and non-native speakers of language.
- 5) Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce these forms.
- 6) Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.
- 8) Interaction. Having no interlocutor can rob the speaking skill components. One of them is the creativity of conversational negotiation.

2. Teaching Speaking

Speaking should be taught and then be practiced in the language classroom, because the language course truly requires the students to communicate in English. Teaching speaking needs a special treatment. In reality, people speak more than they write. However, many English teachers still spend the majority of class time on reading and writing practice and almost ignore speaking and listening skills. Based on the statement above, there should be a good balance to practice in the classroom. Nunan (2003: 48) has clarified it. He suggests English learners:

- a) to produce the English speech sounds and sound patterns;
- b) to use words and sentence stress, intonation patterns and the rhythm of the second language;
- c) to select appropriate words and sentences according to the proper social settings situation and subject matter;
- d) to organize their thoughts in a meaningful and logical sequence;
- e) to use language as a means of expressing values and judgments, and
- f) to use the language quickly and confidently.

a. Principles of Teaching Speaking

The following are some principles for designing teaching speaking proposed by Brown (2001).

- 1) Teacher needs to use technique that covers the spectrum of learner needs. (From language-based focus on accuracy to message-based focus on interaction, meaning and fluency)
- 2) Teacher should provide intrinsically technique which motivates students. The students should realize that the activity would benefit them.
- 3) Teacher should encourage the use of authentic language in meaningful contexts. It is important to consider that learning context must be meaningful towards the students.
- 4) Teacher needs to provide appropriate feedback and correction, given in appropriate way.
- 5) The learning should be capitalized on the natural link between speaking and listening, because many interactive techniques that involve speaking will also of course include listening.
- 6) The students should be given opportunities to initiate oral communication such as by asking questions and providing information.

- 7) The development of speaking strategies should be encouraged such as how to ask clarification (What?) or how to ask someone to repeat something (Excuse me).

b. The Teacher's Roles

During speaking activities, the teacher needs to play a number of different roles. Harmer (2001: 275) points out three roles of teachers in teaching speaking.

1) Prompter

When speaking, students are sometimes confused and cannot think of what to say next. It makes the loss of the fluency we expect of them. A teacher as prompter has a role to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to act out of their roles.

2) Participant

A teacher should be good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiastic. The teacher also may participate in discussions or role-plays his/her selves to help the activity go on. It purposes to ensure the continuity students' engagement or to maintain creative atmosphere.

3) Feedback provider

It is vital that a teacher allows the students to assess what they have done, but it is important to think about possibility that over-correction may inhibit students in the middle of a speaking activity.

c. Classroom Speaking Activities

There are many of activities in the speaking classroom which are used to promote communicative-based activities. Harmer (2001: 271-274) says that there are some activities which are currently used.

1) Acting from a script

In this type of activity, a teacher can ask the students to act out scenes from plays and/or their course books. Sometimes, he/she can film the results. The students may act out dialogues they have written themselves. It involves them in coming out to the front of the class.

2) Communication games

There are some games which are designed to provoke communication between students, which frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture and put things in the right order.

3) Discussion

Discussion occurs when the students talk about something and tell each other their ideas or opinions. They talk about topic being discussed and tell their ideas or views about it.

4) Prepared talks

When students make a presentation on a topic of their own choice, they are doing prepared talks. It represents a defined and useful speaking genre, and if properly organised, it can be extremely interesting for both speaker and listener.

Such talks are not designed for informal spontaneous conversation because they are prepared and more 'writing-like'.

5) Questionnaire

Questionnaires are useful because it designs questioner and respondent to have something to say each other. It may encourage them to naturally use certain repetitive language patterns. Questionnaires can be designed on any topic that is appropriate. The results obtained from questionnaires can then form the basis for other speaking activities, such as discussions and prepared talks.

6) Simulation and role-play

Simulation is a kind of activity in which the students simulate a real-life encounter (such as a business meeting or interviews) as if they were doing so in the real world. It can be used to encourage general oral fluency, or to train student for specific situation.

Role-play is little bit different with simulation, since in doing this activity, we add the element of giving the participants information about who they are, and what they think and feel. For example, we might tell a student that they are a patient who wants to meet a doctor or a football player who wants to ask for new contract. This is an effective activity when it is open-ended, so that different people have different views of what the outcome should be.

d. Different Factors Affecting Students' Speaking Ability

In teaching speaking, there are many factors that highly influence the processing of speech. It can affect negatively on acquiring speaking ability and

obstructing students to speak fluently. According to Richards (2005: 205), there are four factors, which affect students' oral communication ability such as:

1) Age or Maturational Constraint

According to Scarsella and Krashen in Richards (2005), they who begin learning a foreign language in early childhood through natural exposure, achieve higher proficiency than they do as adults. This fact shows that the aging process itself may affect or limit the adult learners' ability to pronounce the target language fluently.

2) Aural Medium

Listening plays an extremely important role in the development of speaking ability. Speaking is closely related to listening because listening is the basic mechanism of language internalization.

3) Socio- cultural Factor

Language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange. To speak a language, people must know how language is used in a social context.

4) Affective Factor

The affective side of a learner is probably one of the important influences on language learning success or failure. The affective factors which relate to foreign language learning are emotion, self-esteem, empathy, anxiety, attitude, and motivation. These four factors play an important role in determining the success and the failure of student in learning speaking. If the teachers are aware of these

factors, they teach in a more appropriate way and help them in developing students' speaking skills.

e. Assessing Speaking

Brown (2004: 140) points out that speaking is a kind of productive skill that can be directly and empirically observed. However, assessing speaking is challenging because there are so many factors that influence raters'/teachers' impression on how well someone can speak a language. When a teacher assess speaking it means that, the teacher's listening ability determine the reliability and validity of an oral production test. Another challenge is the design of elicitation techniques. The difficulty in assessing speaking can be overcome by using appropriate ways.

In addition, Harmer (2001) proposes that assessing speaking performance should be represented through praise or comment. However, the teacher should be careful in praising or commenting the students' work. The teacher should consider the students' psychology. Not all students can accept the praises or comments positively. The teacher should give praises or comments that do not decrease the students' motivation. Harmer also adds some ways to assess the students' work:

1) Comments

Comments can be used to assess both indoor and outdoor speaking performances.

2) Marks and grades

Giving marks and grades to assess the students' work should be considered carefully. Before giving marks and grades, the teacher should discuss the criteria with the students so that they know the target that has to be achieved.

3) Reports

Reports are used in the end of a semester or the study to report the result of the students' work. The reports usually are given to the students themselves, parents, and school.

f. Teaching Speaking in Junior High School

In the academic year of 2014/2015, the teaching and learning process in Junior High School uses Curriculum of 2013. According to *Peraturan Menteri Pendidikan dan Kebudayaan No. 68 tahun 2013*, one of the characteristics of Curriculum of 2013 is balancing spiritual, social, and knowledge competences. Those competences are stated into core competence which is detailed in form of basic competence. The core and basic competences of teaching speaking in eighth grade students of Junior High School are presented as follows:

Table 2. Core and Basic Competences of Teaching Speaking in Junior High School

Core Competences	Basic Competences
1 <i>Menghargai dan menghayati ajaran agama yang dianutnya.</i>	1.1 <i>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</i>
2 <i>Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya</i>	<i>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</i>

(Continued)

(Continued)

Core Competences	Basic Competences
<i>diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</i>	<p>2.2 <i>Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</i></p> <p>2.3 <i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i></p>
3. <i>Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</i>	3.1 <i>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta izin, serta cara responnya, sesuai dengan konteks penggunaannya</i>
4. <i>Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</i>	4.1 <i>Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta izin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i>

3. Numbered Heads Together

a. The Nature of Numbered Heads Together

Numbered Heads Together (NHT) is a Cooperative Learning strategy that offers an alternative to the competitive approach of whole-class question-answer, in which the teacher asks a question and then calls on one of the students by his/her number (Kagan, 1989:12-15). Before reviewing the literature about NHT, this part gives some reviews of Cooperative Learning.

1) Cooperative Learning Model

Cooperative Learning is one of the application of the constructivist theory. This lesson comes from the concept that students can easily find and understand

difficult concepts if they discuss it with their classmates. Students regularly work in groups to help each other solve complex problems. Thus, the social nature and the use of peer groups are the main aspects of the cooperative learning (Trianto, 2013: 56). The main idea of cooperative learning is that students work together to learn actively and to take responsibility toward the progress of their group members' learning process. Cooperative learning here emphasizes more on the achievement of the goal and success of the group (Slavin in Trianto, 2013: 57).

Cooperative learning is a teaching model using a system of group / small teams between four to six students who have heterogeneous background of academic ability, gender, race, or ethnicity. This kind of method has two major components, the cooperative task component and cooperative incentive structure component. Cooperative task component is related to the things that causes members to work together in groups to complete the tasks, while the incentive structure component is something which motivates individuals to work together to achieve group goals (Wina Sanjaya, 2009: 240-241).

According to Agus Suprijono (2012: 54), the cooperative learning is a broader concept that covers all types of group work, including forms of higher led or directed by the teacher. Meanwhile, according to Anita Lie (2008: 29), cooperative learning is a teaching model that encourages students to learn and work in small groups with a positive element of reliance, individual responsibility, face-to-face communication among members, and group evaluation.

Eggen & Kauchak in Trianto (2013:58) explain that cooperative learning is a teaching strategy that involves a group of students to work collaboratively to

particular goals. Cooperative learning is arranged in an attempt to improve the activeness and participation level of students, facilitate students with experience as well as give students the opportunity to interact with other students from different backgrounds.

Based on explanation above, it can be concluded that the essence of cooperative learning is to increase the activity and performance of students in the academic field and to help students understand difficult concepts and also to help students think critically.

2) Principles of Cooperative Learning Model

According to Johnson & Johnson and Sutton in Trianto (2013:60), there are five important elements in cooperative learning. They are:

a) There is a positive interdependence among students

Using cooperative learning model, students are expected to feel that they are working together to achieve one goal and tied to each other. Students are not successful in the learning process unless all members of their group are also successful. Students are expected to feel that they are parts of the group who also have to contribute to the success of the group.

b) Interaction level among students is increasing

Cooperative learning can increase interaction level among students. This happens because a student is expected to help other students to succeed as members of the group. Mutual assistance occurs naturally because of the failure of a person in the group affecting the success of the whole group. Interactions that occur in a

cooperative learning are in terms of the exchange of ideas on issues that are learned together.

c) Individual Accountability

Individual accountability in group works may be the students' responsibility in terms of:

- (1) To help students who need assistance.
- (2) Students are not only be a fixture in the group but actively participate in the group work processes.

d) Interpersonal skills and small groups

In cooperative learning, besides they are required to learn the given materials, students are also required to learn how to interact with other students in the group, and how they should perform in conveying ideas and opinions in the group.

- e) In the group process, cooperative learning does not take place without the group process.

Group process occurs when the group members discuss how they can achieve goals and make good relationships among members.

The idea above is in accordance with Wina Sanjaya (2009: 244-255) and Made Wena (2011: 190-192) in that they mention the implementation of cooperative learning should include four basic principles, namely:

a) Positive Interdependence Principle

In the group learning process, the success of a group in completing a given task depends on the contribution of the group members. Therefore, the success of a group is determined by the performance of each member of the group so that all

members are expected to feel interdependence. The atmosphere of mutual dependence can be created through a variety of strategies, namely:

- (1) The mutual interdependence in achieving goals, in which each student feels that he/ she needs each other in order to achieve the learning objectives.
- (2) The mutual interdependence between learners in groups to complete the learning tasks.
- (3) The mutual interdependence of materials or learning resources.
- (4) The mutual interdependence of roles, which requires learners to help each other in the learning process.
- (5) The mutual interdependence of rewards, which are awarded to the group based on the group's work instead of the work of an individual.

b) Individual Accountability Principle

This principle is a consequence of the first principle. The success of the group depends on each of its members. Therefore, each member of the group should have responsibility in accordance with his/her duties. Each member must provide the best for the success of the group. To achieve this, the teacher needs to provide an assessment of the individual and the group.

c) Face to Face Promotion Interaction Principle

Cooperative learning gives opportunity to every member of the group to come face to face with and give information to each other. Face-to -face interactions provide valuable experience for every member of the group to work together, respect each difference, make use of each member's advantage, and take up the slack of each member.

d) Participation Communication Principle

Cooperative learning trains the students to be able to actively participate and communicate. These two abilities are very important as a stepping-stone to the future of life in the community.

3) Cooperative Learning Procedure

Wina Sanjaya (2009: 246-247) describes that the procedure of cooperative learning in principle consists of four stages, namely:

a) Material Explanation

This is the process of delivering the main points of the subject matter before the students learn in groups. It aims to make the students understand the subject matter. At this stage the teacher may use some leaning methods, such as lecturing, brainstorming, and even questioning. Or, they can use instructional media to attract the attention of the learners in the process of delivering the material.

b) Learning in Group

After the teacher explains the subject matter, the students are asked to learn in groups which had previously formed heterogeneously. In terms of academic ability, a group usually consists of a student with higher academic skills, two students with moderate skills, and a student with lower academic skills.

c) Assessment

The assessment process can be done through conducting tests or quizzes that can be performed by students individually or in groups. Individual test results provide information capabilities of each learner and group test results provide information on the ability of each group. The final score of each learner is the merging the two scores.

d) Team Recognition

It is the determination of the team that is considered the most prominent or most accomplished team to then be given an award or prize. Recognition and

awards are expected to be able to motivate the team to continue to excel and also motivate other teams to be able to improve their performance.

4) Cooperative Learning Objectives

Basically, the main idea of the cooperative learning is that the students worki together to learn and to be responsible for their learning progress. Johnson & Johnson in Trianto (2013: 57) state that the main goal of cooperative learning is to maximize the students' learning process in order to improve their academic achievement and understanding, both individually and collaboratively. According to Slavin (2009: 33), the most important goal of cooperative learning is to give learners the knowledge, concepts, skills, and understanding that they need in order to be a contributive member of the community.

Cooperative learning is a learning model that was made in order to improve the level of students' activeness and participation, give students the chance to interact with other students, learn along with students who have different backgrounds, and provide experiences regarding the attitudes of leadership and decision-making.

b. Applying Numbered Heads Together

Numbered Heads Together or often referred as numbered heads or numbering was first developed by Spencer Kagan in 1993 to involve students more in reviewing the materials covered in the lesson and check their understanding toward the contents of the lesson (Trianto, 2013: 82). According to Kagan (1989), NHT is a cooperative learning model that holds each student accountable for learning the material. Students are placed in groups and each person is given a

number (from one to the maximum number in each group). The teacher poses a question or gives a task and students "put their heads together" to figure out the answer. The teacher then calls a specific number to respond as spokesperson for the group. By having students work together in a group, this model ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number is going to be called, all team members must be prepared.

NHT strategy indirectly trains students to actively participate, shares information, listens and speaks carefully so that the students are more productive and active.

1) Steps of Numbered Heads Together

According to Trianto (2013:82-83) steps of Numbered Heads Together consist of:

- a) The teacher delivers about the material
- b) The teacher explains the rules
- c) Divide the class into groups of 2, 3 or 4
- d) Each student is given a specific number
- e) The teacher gives some questions, tasks, or problems to the students
- f) Each group puts their heads together and shares their answers. They reach consensus on a group answer and discuss it. Each group makes sure that every member knows the answer or knows how to solve the problem.
- g) Each group comes up with the answer and make sure that everyone in the group knows it.
- h) The teacher calls a number and the person with the corresponding number has to answer the question.
- i) Evaluation and closing.

2) The Advantages of Using Numbered Heads Together

According to Trianto (2013), there are some advantages of using Numbered Heads Together strategy. They are:

a) 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.

b) Individual accountability

Students are responsible to share their ideas each other. The student 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.

c) Equal participation

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

d) Simultaneous interaction

All of the students were actively engaged in purposeful speaking and listening.

e) Multilevel

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

B. Relevant Studies

There were already two relevant studies regarding the application of NHT strategy. They are Rahma Deni (2014) "Improving Students' Speaking Ability

toward Cooperative Learning type Numbered Head Together” and Anggraini (2011) “Improving Students’ Speaking Skills using Numbered Heads Together”.

Rahma Deni (2014) did the research because when curriculum 2013 had been applied, the English teaching and learning process was still not maximal. The application of curriculum 2013 requires the teacher to select strategy, method and teaching model to get the purpose of teaching skill. Without variation of teaching model in teaching learning process, the students felt bored and less of enthusiastic. Monotonous teaching process, which focus on one teaching models or less of teaching variation, was one of factors that influences students unable to achieve the teaching purpose. This influence gave bad effect to students’ scores.

After doing the research, Rahma Deni found that teaching speaking through Numbered Heads Together gives good effect and advantages to the application of the curriculum 2013. The research results show that the students’ speaking skills improved through the application of NHT strategy. The students made good improvement in some aspects of speaking skill such as pronunciation, fluency, and interactive communication. They were more confident to speak English and they had more chances to speak up. They also easily learnt the materials with a group and actively participated during the teaching and learning process. They were more aware of the mistakes or errors which were made, as they always gave feedback to others’ performances. The various activities made the class atmosphere enjoyable. The group work activities which were applied, improved the students’ understanding towards the materials.

Anggraini (2011) did research to grade VIII of SMP Negeri 16 Surakarta. She found that by applying Numbered Heads Together in the teaching and learning process, teachers could improve the students' speaking skills and the situation of the speaking class. Through Numbered Heads Together strategy, the teacher could make the students become more active in speaking class. The students were more serious when they work together with their friends to answer the questions. The students were more motivated when Numbered Heads Together strategy was applied in teaching and learning process. The students focused on the explanation from the teacher. All of the students had opportunities to practice in speaking class. In conclusion, Numbered Heads Together could improve the students' speaking skills.

C. Conceptual Framework

English at a junior high school level becomes one of important subjects. The primary goal of the English teaching and learning process at a junior high school level is to enable students to communicate using English in both spoken and written language. Thus, English teaching has to cover four macro-skills; listening, speaking, reading, and writing to achieve the goal.

From those four skills, speaking is the skill that requires a lot of practice. However, based on the observation. Students did not have enough opportunities to practice speaking in the classroom. During the English lesson, the teacher gave more proportion on writing and reading skill than the speaking skill. Furthermore, class activities in the lesson did not stimulate students to communicate their ideas, feelings, and opinion to the teacher and other students. Thus, the teaching and

learning processes in the classroom tended to be teacher-centered. It seemed that class activities in the lesson were monotonous, uninteresting, and less interactive. Besides, most students were shy and reluctant to speak English because they were afraid of making mistakes. To make things worse, both the students and the teacher used Indonesian instead of English during the English lesson. Therefore, the use of English during the teaching and learning process classroom were low.

Some efforts should be done to solve those problems. One of them was using Numbered Heads Together (NHT) strategy during the teaching learning process. NHT assisted students to improve their English ability so that they were able to deliver their ideas and opinions using English actively. NHT also enabled students to express what they thought and what they wanted to say in a group discussion. Thus, NHT provided the big opportunities for students to use English actively in the real communication.

In conclusion, NHT are a strategy that contains steps, which are very useful in learning English cooperatively. NHT can help students to develop the communicative and linguistics skills. This strategy supported students in using English actively. This strategy also involved students in interactive activities since students had group discussions.

In order to improve the students' speaking skills, it was necessary to apply NHT strategy in teaching speaking for students. Therefore, NHT strategy was used to improve the students' speaking skills of grade VIII B students of SMP Negeri 1 Jogonalan.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research was categorized into action research. According to Burns (2010: 2), action research is a study that aimed to identify a ‘problematic’ situation or issue that the students consider worth looking into more deeply and systematically. This research focused on improving students’ speaking skill and was implemented in the form of collaborative action research. In this research, the researcher cooperated with the English teacher as the collaborator. Supported by the collaborator, Numbered Heads Strategy was applied to the teaching and learning process using the action research model proposed by Kemmis and McTaggart in Burns (2010: 7) that involved in four phases in a cycle of research: planning, action, observation, and reflection.

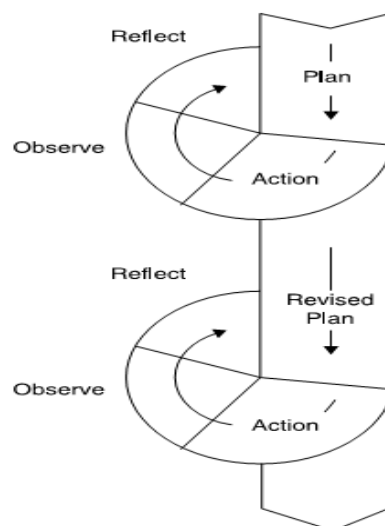


Figure 1: **Cyclical Action Research model based on Kemmis and Mc Taggart (1988)**

B. Subject and Object of the Research

The subjects of this research were class VIII B students of SMP Negeri 1 Jogonalan in the academic year of 2014/2015. The class consisted of forty students. Meanwhile, the object of this research was the students' speaking skills of class VIII B students of SMP Negeri 1 Jogonalan that it was considered low.

C. Setting of the Research

There was one group of participants in this research. The research took place in SMP Negeri 1 Jogonalan which is located in Plawikan, Jogonalan, Klaten. There are some facilities at this school. There are a headmaster's room, an administrative office, an art facility, three laboratories, a teacher's room, a room for guidance and counselling, a healthy service room, a mosque, a hall, fifteen classrooms, a library, a canteen and a basketball field. Each classroom has a whiteboard, thirteen tables and twenty six chairs, a schedule, an attendance board, an organization chart of the class and a schedule for cleaning the class. Unfortunately, those facilities did not use in the teaching and learning process. The English teacher usually used textbooks during the teaching and learning process. In this research, one of the eighth grade classrooms was used because it was more effective rather than building up a new class.

The research had been conducted in the first semester of the academic year of 2014/2015. It was done from August to November 2014.

D. Procedure of the Research

Based on the model of action research by Kemmis and Taggart (1988), the procedure was conducted in several steps.

1. Reconnaissance

In this step, the students' speaking skills were observed. It aimed to know what problems that the students had in learning speaking. The teaching and learning process conducted by the English teacher were observed. Interviews were also conducted with the English teacher and some students. Knowing the problems, the researcher considered the suitable actions that should be used to solve the problems.

2. Planning

After choosing the suitable actions that were used to solve the problems, the researcher designed course grids. Learning materials and lesson plans then were designed according to the course grids. Instruments of the research were prepared to collect data in the teaching and learning process. They were observation sheets, interviews guidelines, and a camera.

3. Action

The actions which had been prepared in the planning step were applied to the teaching and learning process in the class. The actions were explained in the lesson plans and were conducted until the improvement had been achieved. In doing the actions, the researcher was accompanied by the collaborator to support the process.

4. Observation

The process was observed during the action step in order to know the impact. In this step, the collaborators helped to observe the attitude of the students toward the actions by writing it down in field notes. Interviews with some students were conducted in order to get their feelings and opinions. An interview was also conducted with the teacher to get some advice about the action step.

5. Reflection

The reflection step was conducted after the teaching and learning process. In this step, the process of the implementation of the actions were evaluated. The researcher and the collaborator discussed whether the actions were successful or not. The discussion was also used to determine whether the actions should be continued or not.

E. Data Collection

1. Data Collection Techniques

The data were collected through some techniques. The qualitative data were obtained through observations, interviews, and documentations.

- a. Observations were conducted in reconnaissance and in action steps.

Conducting observations in the reconnaissance step helped to find the problems in the teaching and learning process of speaking. Besides, conducting observations in the action step helped the researcher check the implementation of the actions. The results of those observations were in the forms of vignettes.

- b. Interviews were conducted in reconnaissance and in action steps. Conducting interviews in the reconnaissance step helped the researcher find the problems

in the teaching and learning process of speaking. While, making use of interview guidelines in the action step helped the researcher see the responses of the students and the collaborator about the implementation of the actions. The collaborator responded to the techniques and activities that are used, the materials, the media in English teaching and learning process, and the students' involvement during the process. Meanwhile, the students responded to the activities during the English lesson and the difficulties in learning English.

- c. Documentations were conducted during the process of gaining data. Documentations involved taking photographs and audiotape and videotape recordings.

The quantitative data were obtained through scoring the students' speaking performance in the pre-test and in the end of the teaching and learning process of each cycle. Those performances were monitored to measure the improvement of students' speaking skills.

In order to gain the data, there were some instruments which were used. They were a rubric of the students' speaking performance, observation checklists, and interview guidelines.

2. Instruments

a. A rubric of the students' speaking performance

A rubric of the students' speaking performance provided by Ministry of Education and Culture were used to score students' speaking skills. The rubric was used two times, before and during the implementation of the actions. There are four

aspects in the rubric: pronunciation, intonation, fluency, and accuracy. Each aspect was scored 1 to 5 in which every score had different indicators.

b. Observation checklists

Observation checklists consisted of four parts, such as pre-teaching, whilst teaching, post-teaching, and class situation. Pre-teaching part was related to opening the class such as greeting the students, leading the students to say prayer, and reviewing previous materials. Whilst teaching part was related to activities during the lesson such as teaching sequences, techniques that were used, and the students' involvement in the teaching and learning process. Post-teaching part was related to closing the lesson such as reviewing and reflecting the materials. Class situation part was related to the students' attitudes during the teaching and learning process.

c. Interview guidelines

Interview guidelines contained some questions that guided to conduct the interview systematically. The interviews were conducted with the English teacher and some students. The English teacher were interviewed in the end of every cycles to get the opinion about the implementation of the actions. Some students were also interviewed in the end of every meetings to get their opinion.

F. Data Analysis Technique

The qualitative data were analysed through some steps. According to Miles and Huberman (1994), the qualitative data analysis consisted of some concurrent flows of activities. They were data collection, data reduction, data display, and conclusions: drawing/verifying. The first step was data collection. All data were

collected in the forms of interview transcripts and vignettes. The second step was data reduction. In this step, the data were selected, simplified, and transformed by summarising and paraphrasing the interview transcripts and vignettes. The third step was data display. The data were displayed in the forms of interview transcripts and vignettes. The last step was conclusions: drawing/verifying. In this step, the researcher worked with the collaborator to obtain the valid findings based on the interview transcripts and vignettes. The steps of analysing qualitative data were shown in Figure 3.

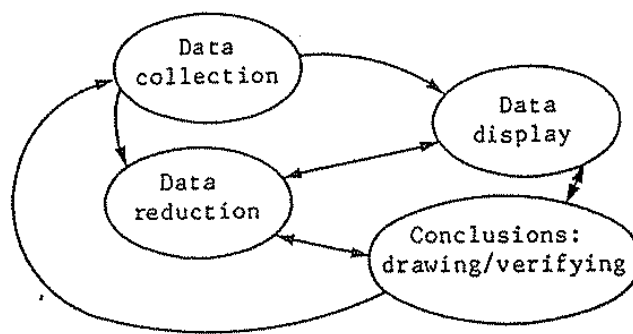


Figure 2: The Steps of the Qualitative Data Analysis

Besides the qualitative data, the quantitative data were also analysed. The quantitative data were analysed by using Excel program to find out the mean scores of the students' speaking performance. By comparing the students' mean scores in the pre-test, Cycle 1, and Cycle 2, the improvements of the students' speaking skills were showed.

The results of students' speaking performance were used to make conclusions after analysing them together with interview transcripts and vignettes.

G. Reliability and Validity

To assess the validity of the data, five criteria proposed by Anderson in Burns (1999:161) namely democratic validity, catalytic validity and dialogic validity were employed. The ways to fulfil those validities are explained as follows:

1. Democratic validity

Democratic validity was related to parties' chance to give their personal opinions, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussion with the students, the English teachers, and the collaborator. They were given opportunities to give their ideas, comments, and suggestions towards the research. The discussion results became consideration in evaluating cycles.

2. Outcome validity

Outcome validity of action research led to outcomes achieved within the research context. Outcome validity also depended on the process of conducting the research. To fulfil this validity, some indicators that showed the improvement of the students' speaking skills were adopted from a book provided by Ministry of Education and Culture entitled *When the English Rings a Bell*.

3. Process validity

Process validity was related to the criterion to make the actions implemented in action research valid. This validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions in the process. The data were examined and identified whether the participants were able to go on learning or not.

4. Catalytic validity

Catalytic validity referred to how the English teacher and the students responded to their own internal changes. To establish this validity, the results of each cycle were delivered to them and ask their comments or responses. The responses were considered to modify the process in the next cycle.

5. Dialogic validity

Dialogic validity means that all parties can participate in the process of the research. This validity was fulfilled by discussing the research findings with the collaborator and some students of English Education Department of UNY. The members of discussion were invited to give their opinions and critiques related to the research report.

Meanwhile, the trustworthiness was obtained from the triangulation technique. According to Burns (1999: 164), the aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also proposes several forms of triangulations. First, this research used time triangulation. The data about a phenomenon at different points in time were collected and the changes were documented over time. It was done to get a sense of what factors are involved in change processes. The action were conducted from August to November 2014. Second, this research used investigator triangulation. It means that more than one observer is used in the same research setting. To fulfill the investigator triangulation, the English teacher was invited to observe the teaching and learning process. It was done to avoid bias or subjective observations.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Reconnaissance

Some actions were done in order to find the problems. The first was observing the English teaching and learning process conducted by the English teacher. The second was interviewing the teacher and some students to get some problems related to the process. Third, after having a discussion with the teacher, the researcher determined the problems that were possibly solved .

1. Identification of the Problem

The problems of the research were identified by doing observation during the English teaching and learning process. The observation was done on Saturday, 30th August 2014. The result of class observation could be seen in the vignette below.

=====

VIGNETTE I

Saturday, 30th 2014
Class VIII B of SMP Negeri 1 Jogonalan

The researcher and the teacher came to the class at 07.05. Students sat immediately on their chairs. One of students led his friends to pray together. The teacher started the lesson by greeting students, checked the students' attendance list and asked who was absent that day. Then the teacher asked about the student's condition by saying, "*How was your weekend*". Some students answered, "*Fine.*" but others did not answer. Then, the teacher opened the lesson in Indonesian. The teacher tried to recall what students had learned in the previous meeting. Some students answered that they had learned about checking understanding. Using Indonesian, the teacher pointed one of students to give an example of the expressions but the student did not answer. The teacher asked another student to help him.

Then, the teacher asked students, "*Homeworknya sudah selesai semua?*" In the previous meeting, the teacher asked students to complete dialogues in the students' book. The teacher pointed one of students to read aloud his answer. The student just kept in silence. He looked shy. The teacher said to the student to be brave, but the student did not make

any sound. Then, the teacher asked another student to help him. The other student read her answer aloud. Then, the teacher checked students' works one by one.

After all, the teacher asked students to open their books. The material was about *asking and giving opinion*. The teacher began to explain about expressions how to ask and give opinion to someone. In explaining the materials, the teacher used Indonesian. Not all students involved in the teaching learning process. Many students made a lot of noises and did not pay attention to the teacher's explanation. Some of students chatted and played each other when the teacher was explaining the materials.

Next, the teacher read the expressions. The teacher asked students to repeat. Some of students repeated after the teacher, but there were students who did not. Then, the teacher asked a volunteer to read aloud another example of expressions in the books. Because there was no volunteer, the teacher pointed a student to read. When the student answered, he looked unconfident. The student spoke slowly when he was asked to read aloud. In delivering the instructions, the teacher used Indonesian. Students only repeated to read the expressions after the teacher. They seemed shy and uncomfortable to read the expressions. Then, the teacher asked the students to write another example of expressions in the whiteboard. The teacher asked a volunteer but there was not any student to be the volunteer. Finally, the teacher pointed two students to come. One of two students refused to do that. Then, teacher pointed another student to replace him. After the two students wrote the expressions in the whiteboard, the teacher continued to ask other students to do so. Students seemed more comfortable to write the expressions than to read aloud.

The teacher did not use any media. The teacher only used the students' books. The teacher also did not make any class discussions. In order to control students who made noise, the teacher only said, "*Yang ramai tolong diam dan perhatikan. Disuruh baca juga tidak mau, tapi kalau ramai mau*". The teacher and the students used Indonesian more than English.

The bell rang and the class was over. The teacher gave students homework about asking and giving opinion to be discussed in the next meeting. The teacher also asked them to prepare and learn the next unit. Then, she closed the lesson by greeting students.

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After conducting the observation, the English teacher and the students were interviewed. The interviews were conducted after the English teaching and learning process. The interview transcripts, which show information about the teaching and learning process, could be seen below.

Researcher	: " <i>Kemudian, metode dan media apa saja yang digunakan dalam mengajar speaking selama ini?</i> " ("Then, what teaching method and media that you may used in teaching speaking?")
English Teacher	: " <i>Metodenya PPP saja. Karena anak-anak biasanya lebih biasa dengan itu. Kalau medianya belum ada sementara.</i> " ("I use PPP (Presentation, Practice, Production) teaching method. The students are used to be taught with it. While the media does not be provided yet.")

Continued

Continued

Researcher	: “ <i>Metodenya PPP dan ceramah ya Bu. Untuk pembelajaran kooperatif belum?</i> ” (“So, the method used is PPP. Have you applied cooperative learning?”)
English Teacher	: “ <i>Iya belum.</i> ” (“Yes, I haven’t.”)

Appendix H, Interview transcript 1

Researcher	: “ <i>Kesulitannya mengajar speaking kira-kira apa saja?</i> ” (“What is the difficulty in teaching speaking?”)
English Teacher	: “ <i>Kesulitan di anak-anak ya itu rasa malu. Mereka malu untuk praktik. Kadang-kadang mereka juga malas belajar untuk praktik.</i> ” (“The difficulty is from the students. They feel shy to practice. Sometimes, they are lazy to learn practicing.”)
Researcher	: “ <i>Anak-anak belum percaya diri ya Bu?</i> ” (“Are the students not confident enough?”)
English Teacher	: “ <i>Iya.</i> ” (“Yes, they are not confident.”)

Appendix H Interview transcript 1

Researcher	: “ <i>Kalau speaking itu gampang apa susah?</i> ” (“Is speaking easy or difficult?”)
Student A	: “ <i>Gampang kalau sudah tahu artinya.</i> ” (“It could be easy if we had known the meaning.”)
Student B	: “ <i>Ya gampang-gampang susah juga.</i> ” (“It could be easy and difficult.”)
Researcher	: “ <i>Apa susahnya?</i> ” (“What makes speaking difficult?”)
Student A	: “ <i>Cara bacanya.</i> ” (“The pronunciation.”)
Student B	: “ <i>Nah iya cara bacanya.</i> ” (“Right, the pronunciation.”)

Appendix H Interview transcript 2

Based on the vignette and the interviews, some problems were found during the English teaching and learning process. The problems were related to the students, the teacher, the method, and the materials and media.

The first problem was related to the students. The students were passive during the classroom activities. Most of the students made many noises by talking

each other during the lesson, even when the teacher was in the classroom. However, they just kept silent when the teacher asked questions to them. There were only some students actively involved during the lesson. Besides, the students seemed shy to practice speaking in English. It could be seen when the teacher asked them to read aloud or perform a dialogue, most of them refused to do it. They were afraid of making mistakes. The students were reluctant to speak English. It could be seen that during the lesson, they used Indonesian even Javanese instead of English. Moreover, the students had low mastery in English vocabulary so that they did not know the meaning of most English words and sentences. They also had problem in pronunciation. When they were asked to pronounce some English words, they could not pronounce the words correctly.

Second problem was related to the teaching strategy. Based on the observation and interviews, the interactive technique or media of teaching such as games, discussions, and group works were not applied to the teaching and learning process. As a result, the students did not have opportunities to interact with the teacher and the other students. Thus, the English teaching and learning process tended to be teacher-centered. The applied method did not give students enough opportunities to work cooperatively in discussing questions. Individual practices were mostly used in the classroom so that the interaction among students was very limited. Then, Indonesian was preferred to use than English during the lesson. As a result, the students were not accustomed to use English during the lesson.

The field problems, which occurred in the teaching and learning process, can be seen in table below.

Table 3. **Field Problems Occurred in the Teaching And Learning Process**

No.	Field Problems	Codes
1	The students made a lot of noises during the lesson.	S
2	There were only some students who actively involved.	S
3	The materials and the tasks, were mostly taken from students' books cannot attract their attention.	MM
4	The students lacked vocabulary.	S
5	The students did not pay attention to the teacher's explanation and did other activities during the lesson.	S
6	The students were not confident and reluctant to speak English during the lesson.	S
7	The method used by the teacher was not able to engage the students to speak up and had a discussion.	M
8	The students only kept silent in the classroom activities.	S
9	The students found difficulties in pronouncing the English words.	S
10	The students tended to chat with their friend in the teaching and learning process.	S
11	The class lacked media (LCD, speaker, computer)	MM

S:
Students

M:
Method

MM:
Material & Media

2. Problem Selection based on the Urgency Level

After finding those problems, the researcher had a discussion with the English teacher to select the problems based on the urgency level. As stated in the Chapter I, the research was only focused on improving the students' speaking skills through Numbered Heads Together strategy. The urgent problems are presented in the table below.

Table 4. **The Most Urgent Problems**

No.	Field Problems	Codes
1	The students made a lot of noises during the lesson.	S
2	The students lacked vocabulary.	S
3	The students did not pay attention to the teacher's explanation and did other activities during the lesson.	S
4	The students were not confident and reluctant to speak English during the lesson.	S
5	The method used by the teacher was not able to engage the students to speak up and discuss each other.	M
6	The students only kept silent in the classroom activities because they were afraid of making mistakes.	S
7	The students found difficulties in pronouncing the English words.	S
8	The students tended to chat with their friend in the teaching and learning process.	S

S:
Students

M:
Method

MM:
Material & Media

3. Problems Selection based on the Feasibility Level

The next step after weighing the problems based on the urgency level was identifying field problems based on the feasibility level. The researcher had a discussion with the English teacher about the problems which might be solved. By considering time, funds, and energy, some problems of teaching and learning that were feasible to solve were decided as presented in the table below.

Table 5. **The Most Feasible Problems**

No.	Field Problems	Codes
1	The students lacked vocabulary.	S
2	The students did not pay attention to the teacher's explanation and did other activities during the lesson.	S
3	The students were not confident and reluctant to speak English during the lesson.	S

Continued

Continued

No.	Fields Problems	Codes
4	The method used by teacher was not able to engage the students to speak up and had a discussion.	M
5	The students only kept silent in the classroom activities because they were afraid of making mistakes.	S
6	The students found difficulties in pronouncing the English words.	S

S:
Students

M:
Method

MM:
Material &
Media

B. Implementation of the Actions

The implementation of the actions of this research was held up to the second cycle. Each cycle consisted of the same steps starting from planning, action and observation, and reflection. The report of Cycle I and Cycle II will be presented below.

1. Report of Cycle I

a. Planning

After determining the feasible problems to be solved, the researcher planned some actions to overcome the problems. Planning research in Cycle I was conducted through having discussion with the collaborator. This discussion was aimed to decide the actions to improve students' speaking skills. They agreed to improve the students' speaking skills through Numbered Heads Together strategy and planned the various preparations including designing course grid. The core competences and basic competences were selected to formulate the indicators and the learning objectives, writing lesson plan, deciding learning materials, selecting activities and preparing research instruments such as observation sheets. The course grid and actions planned in Cycle I are presented below:

Learning Materials	Learning Activities	Evaluation			Source
		Technique	Instrument	Example	
Grammar Key Vocabulary Text	1. Pre-Activities 2. Applying Numbered Heads Together strategy 3. Closing			Attached	

Appendix B, Course Grid 1

1) Using classroom English

Classroom English was planned to be used during the teaching and learning process in order to accustom the students to English words. By using classroom English, the students were expected to have opportunities to speak English in the class. However, Indonesian translation was used in some difficult aspects such as in giving instructions and explaining materials. This consideration was based on the observation and interviews results. The students said that they did not understand when the teacher gave explanation with using English all the time.

2) Applying Numbered Heads Together strategy

Numbered Heads Together strategy was applied to facilitate the students' speaking practice in every cycle of this research. The strategy can encourage the students to express themselves and to interact with each other orally. The strategy can also develop the essential skills of cooperation and communication by giving them opportunities to work together.

First, each student was given a handout about the learning material. The students read the handouts in order to understand the learning materials. The researcher also gave a brief explanation about the learning material to make them have better understanding. Then, the students were divided into 8 groups in which

each group was consisted of 5 students. Each student was also given a number 1 - 5. After the students were already in their group, they worked together to answer questions and tasks given by the researcher. Each group should also ensure that each member of the group can know the answers.

Then, a number was called. The students with the number from each group prepared the answers which had been discussed in their groups. They were expected to present their group answers in front of the class. The other groups gave feedback and suggested any opinion if they had different answers.

The researcher also gave feedback and explanation to all groups' answers were given. After that, conclusion was made.

3) Providing listening and interactive activities

Some activities were provided in order to help the students understood the materials. A listening activity was given to make the students more aware of the pronunciation and the intonation of English words. The listening activity was given in the form of a piece of paper that contained with complete and incomplete dialogues. An interactive activity was also provided. The activity was in form of game. Game activity can help the students be more motivated and be interested to learning speaking.

b. Action and Observation

The actions using Numbered Heads Together strategy were conducted on October 1st, 6th, 7th, and 8th 2014. The actions were focused on improving the students' speaking skill. In this cycle, the students learnt about giving and responding to instructions and prohibition. During the teaching and learning

process, the actions were implemented and the collaborator helped to manage the students and observed the teaching and learning process. The actions were presented in the detail below.

1) Using classroom English

The students were accustomed to English words by using classroom English during the teaching and learning process in Cycle I. English were used in some ways such as opening the lesson, greeting the students, explaining the materials, giving instruction and feedback to the students, and closing the lesson. In addition, Indonesian translation was also used in some difficult aspects in order to help the students can understand and enable to respond to the researcher. By using classroom English, the researcher was able to encourage the students in conducting two-way communication during the teaching and learning process.

... The researcher greeted the students by saying, "Good morning, students?" Then the students replied, "Good morning, Sir." "How are you today?" "I'm fine. Thanks, and you?". "I'm fine too. Who is absent today?" "Rio dan Defi." Then the researcher asked the students, "What have you learnt in the previous meeting?" There was no answer, then the researcher added, "*Pelajarannya sudah sampai mana? Chapter berapa?*". "Chapter tiga. Chapter three, Sir." "What is it about? *Tentang apa?* Is it about giving instructions and prohibition?" The students did not answer. "*Apakah tentang memberikan perintah?*" added the researcher. Then the students replied, "Yes, Sir." "Can you give me an example of giving instructions?" "Em ..." The students looked confused. ...

Appendix G, Field notes 2

When opening the lesson, some expressions or questions were used such as "Good morning, students" or "How are you today". Then the researcher also called the roll to know who was absent that day. The expressions were well answered by the students because they were already familiar with those expressions. However, when the students were asked about questions that they were not familiar with, they

could not respond. The researcher then translated it into Indonesian so that they can understand and respond to the questions.

The evidence of the effectiveness of using classroom English can be presented in the interview transcript below.

Researcher	: <i>Apakah dalam pelajaran guru sering menggunakan bahasa Inggris dalam menyampaikan materi?</i> (Does the English teacher often uses English to deliver the materials?)
Student A	: <i>Jarang Pak. Hanya saat membuka pelajaran.</i> (The teacher only uses English when opening the lesson)
Researcher	: <i>Kalau saya mengajar menggunakan bahasa Inggris, apakah bisa dipahami?</i> (If I use English, can you understand?)
Student A	: <i>Bisa Pak, karena kalau yang kata-kata sulit, ada terjemahannya. Jadi bisa tahu artinya.</i> (I can, Sir. Because when we found difficulties in some aspects, you gave the Indonesian translation. Therefore, we can understand the meaning.)

Appendix H, Interview transcript 3

2) Applying Numbered Heads Together strategy

The teaching and learning process was started on November, 1st. The process was conducted in four meetings. 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 giving and responding to instructions and prohibition.

In the first meeting, each student was given a handout about the materials. The students were asked to read the handouts and were given a brief explanation about the materials. The researcher also checked the students' understanding about the learning materials were and asked them to write down the things they did not

understand in their handouts. Then the class was divided into 8 groups in which each group consisted of 5 students and each student was given a number 1 - 5.

After the students were already in their group, they discussed the materials once again. Each group also collected the questions about the materials from each student in the group and discussed it together. Each group was given opportunities to present the result of the discussion by calling a number. The students, whose the numbers were called, represented their groups to do a presentation. Feedback was also given to all group presentations.

...“Okay. The first turn will be number ... 3!” said the researcher. Then 8 students whose the numbers were 3 looked shocked. They seemed reluctant to come forward. “Come on. Stand up and come here.” said the researcher. “*Ayo berdiri, dan maju kedepan. Ridwan, ayo maju. Beri contoh untuk yang lain.*” said the researcher to a student who had number 3. Ridwan came forward. Then the other students also stood up and came forward. “Now, present your group discussion to your friends. *Presentasikan hasil diskusi kalian. Start from group 1.*” Then, those students presented their group discussion results. ...

Appendix G, Field notes 2

After that, the students were asked to work in their groups. The students worked together to answer questions and tasks provided by the researcher. The tasks were in forms of pronunciation drilling, role-play, and questions related to dialogues. The dialogues were about giving and responding to instructions and prohibition. The students were also asked to find the Indonesian translation of the words which were used in the dialogues.

Then, another number was called and some students with that numbers from each group prepared the answers of the questions and tasks provided by the teacher. The students whose numbers were called, presented their group answers in front of the class. Feedback and explanation were also given to all the groups' answers. The researcher and the students together made a conclusion.

In the end of the teaching learning process, some questions were asked to the students about what they had learnt that day, what difficulties they found, and what opinion they had about the teaching and learning process that day. Generally, the strategy was successfully encouraging the students to express their opinion when they were working in the group. The students also gave more attention to the researcher's explanation because they had to be ready to do a presentation when their numbers were called.

Researcher	: Menurut kamu, apakah belajar bahasa Inggris menggunakan teknik Numbered Heads Together membantu dalam memahami materi? (Do you think that using Numbered Heads Together technique to learning the material makes you easier to understand?)
Student A	: Yang dibagi kelompok ya Pak? Iya pak. Karena kita belajar dalam kelompok, jadi kita bisa berdiskusi dalam menjawab pertanyaan. Biar tidak takut salah saat maju. (Is it when we were working in group Sir? Yes. It helps Sir. Because we work in group, we could discuss the answer of the question. It makes us not afraid when we present the answer.)

Appendix H, Interview Transcript 3

In the next meeting, the students still learnt about giving and responding to instructions and prohibition. The materials were explained once again in order to recall the students' understanding, and then the students were asked to have a listening activity in the forms of audio recordings. Ten recordings of dialogues related to the materials were provided. Before the students listened to the recording, they were asked to do a vocabulary task individually. The task contained with the words that students might find from the recordings.

Then, the students were asked to listen to the recordings. Each recording was played twice and then the students were asked to reveal what the dialogues were about. There were ten dialogues which were played, and the students were

asked to decide which dialogues were about giving and responding to instructions, and which dialogues were about giving and responding to prohibition. The students also had to write down the expressions that they found in the dialogues. The students were asked to work the activity individually.

After doing the listening activity, the students were asked to work in their groups. The researcher also made sure that each student brought his or her number. In their groups, the students discussed their answers from previous activity and prepared to do a presentation. Then, a number was called and some students presented their answers in front of the class. Feedback was given and students' pronunciation was corrected.

... The researcher played the first recording. "Listen carefully the dialogue. Determine whether the dialogue is about giving instruction or prohibition. *Dengarkan baik-baik dialognya. Tentukan apakah itu dialog tentang giving instruction atau prohibition.*" asked the researcher. "Write down the expression that shows the instruction or prohibition. *Tuliskan ekspresi yang menunjukkan instruction atau prohibition.*" Then the researcher played all the recordings. After the students finished the task individually, the researcher asked them to gather to their group which had been divided before. "Discuss your answer with your friends in your group. *Diskusikan jawaban kalian dengan kelompok.*" Several minutes later, the researcher called a number to present the discussion result in front of the class. "Now, I want number 5 to come forward and present the answer. *Nomor 5 silahkan maju ke depan.*" Then, eight students came forward and presented their discussion results. ...

Appendix G, Field notes 3

In the end of the teaching learning process, some questions were asked to the students about what they had learnt that day, what difficulties they found, and what opinion they had about the teaching and learning process. Generally, the students were more enthusiastic when they were working in their groups. The students could ask or help their friends in the same group to understand the learning

materials. However, some students were still reluctant to speak English in the class. They were afraid of making mistakes.

Researcher	: <i>Menurutmu bagaimana belajar kalau dengan berdiskusi berkelompok seperti tadi?</i> (What do you think of group discussion we have done in the class?)
Student A	: <i>Kalau diskusi bisa jadi lebih mudah Pak dalam menjawab soal dengan benar. Saya bisa tanya sama teman kalau ga mudeng.</i> (Group discussion makes us work easier to answer the questions. I can ask to my friend if I find some difficulties.)
Researcher	: <i>Jadi lebih memilih belajar sendiri atau kelompok?</i> (Which one do you like? Individual or group work?)
Students A	: <i>Lebih milih belajar kelompok Pak.</i> (I prefer to have a group work, Sir!)

Appendix H, Interview Transcript 4

Researcher	: <i>Menurutmu bagaimana belajar kalau dengan berdiskusi berkelompok seperti tadi?</i> (What do you think of group discussion we have done in the class?)
Student B	: <i>Menyenangkan Pak.</i> (Group discussion is fun, Sir.)
Researcher	: <i>Mengapa tadi ketika saya tunjuk kamu tidak mau??</i> (Why did you refuse when I asked you to answer a question?)
Students B	: <i>Saya takut Pak, takut salah. Dan malu sama teman.</i> (I am afraid of making mistakes and I am shy that my friends will laugh at me.)
Researcher	: <i>Apa yang kamu takutkan ketika membuat kesalahan?</i> (What do you think when you make a mistake?)
Students B	: <i>Takut dihukum Pak.</i> (I am afraid of punishment. Sir.)

Appendix H, Interview Transcript 4

In the next meeting, the teaching and learning process was started by telling a story and giving advice about bravery and fear. It was meant to arouse students' motivation and to make them not afraid of doing mistakes. After that, handouts were distributed to the students and asked them to read the material about imperative verbs. The material was explained and examples how to use imperative verbs in the daily life were given. In order to check the students' comprehension, questions and tasks about the material were given.

... “Do you know who invented the light bulb? *Apakah kalian tahu siapa penemu bola lampu?*” asked the researcher. The students looked confused and had no idea. “No one knows?” They were still quiet. “Okay. I will tell you. The inventor of light bulb is Thomas Alva Edison. *Penemunya adalah Mr. Edison.*” “*Ooh ... Pernah dengar juga.*” said some students. “He is the inventor, not the seller. Don’t forget. *Dia penemu, bukan penjual.*” Some students laughed. “Okay. *Ada yang tahu berapa kali Mr. Edison gagal sebelum berhasil menemukan bola lampu?* How many times?” “*Mungkin tujuh kali.* Seven, Pak!” answered a student. “Seven times? Are you sure?” said the researcher. “*Seratus Pak.*” answered another student. “I’m sorry. How many times?” “*Eeng.. one hundred times, Pak!*” said the student. “Okay. Mr. Edison had to fail about nine thousand times before he succeeded. *Hampir Sembilan ribu kali gagal sebelum berhasil.*” said the researcher. “*Bayangkan.* What if he had given up and stopped the experiment? *Bagaimana jika beliau menyerah dan berhenti melakukan percobaan?* It will be very dark when it is night. *Malam hari akan sangat gelap tanpa cahaya.*” added the researcher. “The point is, don’t be afraid of making mistakes. When you make a mistake, you know that it is a mistake, and you will not make the same mistake again. *Maksud saya adalah, jangan pernah takut salah, karena ketika kalian melakukan kesalahan, kalian akan tahu apa yang salah, dan tidak akan mengulangi kesalahan lagi.*” ...

Appendix G, Field notes 4

After doing the individual activity, the students were asked to work in groups. Paper were distributed for each group and the students were invited to play a game. The Tic Tac Toe game was applied in the meeting in order to help the students understand the material about imperative verbs. Equipment needed to play the game was A4 paper, A3 paper, board marker, and list of verbs. All groups participated in the game. The objective of the game was possessing boxes in the table in a row horizontally, vertically, or diagonally. The box could be possessed by making an imperative sentence with the word in the box. The sentence had to be pronounced orally.

When a group got the turn, they chose a box and made a sentence use the word in the box. Then they pronounced the sentence orally. If the sentence and the pronunciation were correct, the group possessed the box. However, if those were incorrect, the box remained available for other groups to be chosen.

In playing the game, the students had to discuss with their friends in their groups and presented their answers orally. Based on their performances when playing the game, their confidence in speaking had already improved since they looked enthusiastic and well cooperated. However, some students were still reluctant to present their answers. There were still some mistakes in their pronunciation and sentences' structure. The researcher then gave a conclusion of the students' performances by giving feedback and appreciation.

Researcher	: <i>Bagaimana menurutmu belajar menggunakan game seperti tadi?</i> (What do you think about learning English through game like the one we have done?)
Student A	: <i>Asik Pak. Main game terus saja.</i> (It is fun, Sir. We like to play a game everyday!)
Researcher	: <i>Dalam kelompokmu tadi, apakah kamu banyak membantu dalam menjawab?</i> (Did you help your group to do the instructions?)
Students B	: <i>Ya Pak. Tadi kita diskusi dan bergantian dalam menjawab.</i> (Yes, Sir. We discussed the answer first and then presented it in rotation.)
Researcher	: <i>Apakah menurutmu aktifitas ini membantu?</i> (Do you think that this activity helps you to learn English?)
Students B	: <i>Ya Pak. Saya jadi bersemangat. Apalagi ada hadiahnya.</i> (Yes Sir. We are very enthusiastic, especially for winning the prize.)

Appendix H, Interview Transcript 5

In the next meeting, the students had to perform a dialogue in pairs. The students were asked to make a dialogue about giving and responding to instructions and prohibition. It was done to observe the students' performances in creating a dialogue. The students then were asked to act out the dialogue in front of the class. The meeting was specially allocated for action the dialogues out so that all of the students got their chance to perform their dialogues. Most students had good performance, however there were still some mispronunciation and incorrect intonation made by them. Since they performed by reading their paper, their fluency

had not improved yet. After all students had their performances, they were asked to submit their dialogues. Some students still used incorrect grammar in their dialogues.

3) Providing listening and interactive activities

The students were provided with listening and interactive activities during the teaching and learning process in Cycle I. Listening activity was given by asking the students to listen to audio recordings of dialogues. The dialogues contained expressions of giving and responding to instructions and prohibition. The students were asked to answer questions and tasks based on the recordings. After doing the listening activity, the students worked in their groups and discussed the answers with their friends in the same group. The students also prepared to present their discussion result when their numbers were called.

An interactive activity was also provided in the form of game. The researcher and the students played Tic Tac Toe game.

... Each group competed to get a score by picking verbs in a table and followed the instruction. The table was drawn in A3 paper and was put on the board. After picking a verb in a cell, the group used it to make an imperative sentence. The group who made it correctly, possessed the cell where the verb was lied. However, when the group made a wrong sentence, the cell remained available for other group to be possessed. To get bonus score, the group had to possess three cells in a row, horizontally, vertically, or diagonally.
...

Appendix G, Field notes 4

TIC - TAC - TOE GAME

a	and	away	big	blue
can	come	down	find	for
funny	go	help	here	I
in	is	it	jump	little
look	make	me	my	not
one	play	red	run	said
see	the	three	to	two
up	we	where	yellow	you



Figure 3. Table for Tic Tac Toe Game

The activity was done to help the students comprehend the learning material about imperative verbs. It was helpful to encourage and motivate the students to speak English in the class.

c. Reflection

As the plans had been implemented in the actions in Cycle I, a discussion was done with the collaborator to reflect the actions. The reflection was based on the observation during the teaching and learning process, and the interviews with the collaborator and the students. It was done fulfill the democratic and dialogic validity. The reflection was addressed to be an evaluation of Cycle I, and was used for planning the next actions in Cycle II. The result of the reflections can be seen below.

1) Using classroom English

The use of the classroom English was aimed to accustom the students to English words. It was successful to encourage the students to speak English in the class. The students can be more familiar with the use of English words and be able to respond to what the researcher said. Some students wrote down some English words they had just known into their notebooks. It showed that the use of English classroom helped the students to enrich their vocabularies.

However, not all students were confident to speak English or respond to researcher's questions. Some students were still reluctant to speak up in the class. Therefore, the same questions, such as greeting and giving instructions, were often repeated until the students responded to the researcher. In addition, some English words were translated to Indonesian to make sure that the students understand what the researcher said.

Researcher	: <i>Apakah dalam pelajaran guru sering menggunakan bahasa Inggris dalam menyampaikan materi?</i> (Does the English teacher often use English to deliver the materials?)
Student A	: <i>Jarang Pak. Hanya saat membuka pelajaran.</i> (The teacher only uses English when opening the lesson)
Researcher	: <i>Kalau saya mengajar menggunakan bahasa Inggris, apakah bisa dipahami?</i> (If I use English, can you understand?)
Student A	: <i>Bisa Pak, karena kalau yang kata-kata sulit, ada terjemahannya. Jadi bisa tahu artinya.</i> (I can, Sir. Because when we found difficulties in some aspects, you gave the Indonesian translation. Therefore, we can understand the meaning.)

Appendix H, Interview transcript 3

2) Applying Numbered Head Together strategy

Numbered Heads Together strategy was implemented in the teaching and learning process to facilitate the students' speaking practice in Cycle I of this

research. NHT was applied when explaining the materials and asking the students to answer questions and tasks. NHT encouraged the students to express themselves and to interact with each other orally. NHT also developed the essential skills of cooperation and communication by giving them opportunities to work together.

Generally, the students can improve their involvement in teaching and learning process. NHT helped them understand the materials since they had partner to discuss with. When they worked in the group, they had more opportunities to speak up and share their understanding about the materials to their friends in the same group. The NHT also required the students to speak in front of the class when their numbers were called and they were asked to do a presentation.

Researcher	: <i>Menurutmu bagaimana belajar kalau dengan berdiskusi berkelompok seperti tadi?</i> (What do you think of group discussion we have done in the class?)
Student A	: <i>Kalau diskusi bisa jadi lebih mudah Pak dalam menjawab soal dengan benar. Saya bisa tanya sama teman kalau ga mudeng.</i> (Group discussion makes us work easier to answer the questions. I can ask to my friend if I find some difficulties.)
Researcher	: <i>Jadi lebih memilih belajar sendiri atau kelompok?</i> (Which one do you like? Individual or group work?)
Students A	: <i>Lebih milih belajar kelompok Pak.</i> (I prefer to have a group work, Sir!)

Appendix H, Interview Transcript 4

However, most of students still found difficulties in pronunciation, intonation, accuracy, and fluency. Some students pronounced words incorrectly and expressed sentences with inappropriate intonation. When the students were asked to make dialogues, there were still some mistakes in their works. Some of them also still stuck on their paper when performing their dialogues.

Moreover, other problems occurred during the implementation of the actions. First, there was a problem with time management. The researcher spent too

much time in explaining the materials, so that the students did not have enough time to practice speaking.

3) Providing listening and interactive activities

The students were provided with listening and interactive activities. Generally, the activities were helpful in improving the students' competence and comprehension. The activities helped the students to recognize pronunciations of some English words. The activities also helped the students comprehend how the expressions of giving and responding to instructions and prohibition were used in dialogues. The students were more motivated when provided by game activity.

Researcher	: <i>Bagaimana menurutmu belajar menggunakan game seperti tadi?</i> (What do you think about learning English through game like the one we have done?)
Student A	: <i>Asik Pak. Main game terus saja.</i> (It is fun, Sir. We like to play a game everyday!)
Researcher	: <i>Dalam kelompokmu tadi, apakah kamu banyak membantu dalam menjawab?</i> (Did you help your group to do the instructions?)
Students B	: <i>Ya Pak. Tadi kita diskusi dan bergantian dalam menjawab.</i> (Yes, Sir. We discussed the answer first and then presented it in rotation.)
Researcher	: <i>Apakah menurutmu aktifitas ini membantu?</i> (Do you think that this activity helps you to learn English?)
Students B	: <i>Ya Pak. Saya jadi bersemangat. Apalagi ada hadiahnya.</i> (Yes Sir. We are very enthusiastic, especially for winning the prize.)

Appendix H, Interview Transcript 5

However, it was necessary to enrich the activities by introducing vocabulary which was related to the materials.

4. Report of Cycle II

a. Planning

After reflecting the implementation in Cycle I, the researcher and the collaborator determined actions which were implemented in Cycle II. In Cycle II, the focus was still on the same problems found in Cycle I. Since the actions that had implemented in Cycle I were quite successful to solve the problems, it was decided to implement the same actions as in Cycle II. In addition, some new actions were implemented in Cycle II with the hope that the teaching and learning process can be more interesting and the students' speaking performances can significantly improve. The implementation of the actions in Cycle II was based on the evaluation of Cycle I.

1) Using classroom English

Classroom English was used in some ways such as in opening the lesson, greeting the students, explaining the materials, giving the instructions, giving feedback, and closing the meeting. The use of classroom English in Cycle II was the same as that in Cycle I. The difference was that the use of Indonesian translation was reduced for some expressions that the students were already familiar with, such as greeting, and simple instruction expressions.

2) Applying Numbered Heads Together strategy

Generally, the implementation of Numbered Heads Together strategy was successful to help the students understand the materials and encourage them to speak up in the class. Therefore, the strategy was applied to the teaching and learning process in Cycle II.

To minimize the students' mispronunciation, more drilling on how to perform a dialogue was given. Regarding the time management, the time was managed so that the students can get more time in practicing English in the class. The students were encouraged to use English when they had discussion. To observe how the students had group discussions, the collaborator assisted to check the group discussions.

The students were divided in the same groups as in Cycle I. The researcher made sure that all of the students still had their numbers.

3) Providing listening and interactive activities

Listening and interactive activities were still provided. The activities successfully facilitate the students to comprehend the materials and encourage them to speak up in the class. To enrich the activities, list of vocabulary which related to the materials was used and examples on how to use the expressions were given.

b. Actions and Observations

The actions in this cycle were done in three meetings. They were on November, 13th, 14th, and 15th. The materials were about inviting and responding to invitation and asking for permission. The collaborator helped to observe the teaching and learning process. The data of Cycle II were collected through observation checklists, interviews, and documentations of the students' performances.

1) Using classroom English

The students were accustomed to speak some expressions in English during the teaching and learning processes. In Cycle II, the use of Indonesian translation was reduced. This action had significantly improved students' speaking participation and their confidence to speak up. The students understood short explanation which was delivered in English and participated to answer questions asked by the researcher.

... The researcher started the meeting by greeting the students "Good morning everybody?" "Good morning Sir." "How are you?" "I'm fine, thanks. And you?" "I'm fine too, thank you." "Who is absent today?" "Rio, Sir" answered Ss. "What happened with him?" "He is sick, Sir." "Okay. How was your weekend, Students?" "Great." "Where did you do on your weekend?" "Playing football, swimming, watching television, internet." answered the students. ...

Appendix G, Field notes 6

2) Applying Numbered Heads Together strategy

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 first meeting in Cycle II, the students' knowledge was built by giving examples on how to invite someone and to ask for permission. The students were also encouraged to speak up by asking them about their experiences in inviting someone or asking for permission.

Each student then was given a handout. The handouts contained expressions of inviting and responding to invitation and asking for permission. 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.

After pronunciation drilling, the students were asked to finish a vocabulary task. The students were asked to find the Indonesian translation of words provided by the researcher using their dictionaries. In the previous meeting, the students were asked to bring their dictionaries.

... The students then were asked to work in group. The researcher asked the students to read dialogues in their handouts. The dialogues were about giving invitation and asking for permission. The researcher expected the students to recognize the situation and expressions, which were used in the dialogues. After the students reading the dialogue, the researcher called two numbers from each group to play role a dialogue in front of the class. The other members of group discussed the dialogue which was read by their friends. The researcher encouraged the students when they were discussing, they should use English. The students were only using English in a limited way such as borrowing dictionary (*Can I borrow your dictionary?*), asking for his/her dictionary (*Where is my dictionary?*), asking translation (*What is the meaning of principle in Indonesia?*) and so on. However, the seemed confident. The researcher then asked a group some questions related to the dialogue such as where the situation took place, what expressions were used, and how to pronounce some words. ...

Appendix G, Field notes 6

In the end of the teaching and learning process, some questions were asked to the students about what they had learnt that day and what difficulties they found.

Researcher	:	<i>Kalian kan tadi saya ajarkan mengucapkan kalimat atau ekpresi, apa membantu kalian dalam latihan berbicara?</i> (In your opinion, does learning how to pronounce sentences or expressions help you in practicing speaking?)
Student A	:	<i>Iya Pak. Kita jadi tahu cara membaca kalimat itu. Sama yang ngartiin kata itu Pak. Kita jadi tahu arti kata di dialog yang dibaca tadi.</i> (Yes Sir. It makes us understand how to pronounce sentences. In addition, the vocabulary activity makes us recognize the meaning of sentence in the dialogues that we read.)

Appendix H, Interview Transcript 8

In the next meeting, the students still learnt about inviting and responding to invitation and asking for permission. The materials were explained once again in order to recall the students' understanding. The students were asked to work in groups.

All groups were asked to have a listening activity. The students listened to some dialogues about the materials from the audio recordings. The dialogues were about giving and responding to invitation and asking for permission. Each recording were played twice and then each group was asked to reveal what the dialogues were about. First, a recording was played and then each group was asked to decide whether the dialogue was about inviting someone or asking for permission. Second, each group was asked to write down the expressions which were used in the dialogue.

... After listening the recordings, the researcher gave each group some questions related to the dialogues. The students were asked to discuss the answers with their group and prepared to do presentation. The researcher then called a number and some students presented their group answers in front of the class. The researcher called another number and asked the students with the number to answer questions orally. The researcher also gave feedback and corrected some students' pronunciation. ...

Appendix G, Field notes 9

After asking the students to have a listening activity, they were invited them to play a game. The game was Finding a Date. To play the game, the students still worked in their groups. The game was about finding a date to make an appointment. The game finished when arrangements between two groups were completed. In this game, each group was given different agendas for a week. However, in certain days, some groups had the same agenda as other groups. The objective of the game for each group was to find the same agenda with another group by giving them an invitation. The group which was invited should accept the invitation if they had the same agenda that day, and should refuse the invitation if they did not. The collaborator helped to observe the students when they were playing the game. Some students who made mistakes in pronouncing the expressions were corrected. The

game was done to teach them how to invite someone and to respond the invitation. It increased their awareness on using the expressions so that they were more enthusiastic to speak in front of the class.

After playing games, the students were divided into pairs. Each pair was expected to make a dialogue about inviting and responding to invitation or about asking for permission. Each pair was assigned to act out the dialogue in the next meeting.

In the end of the teaching learning process, some questions were asked to the students about what they had learnt that day, what difficulties they found, and what opinion they had about the teaching and learning process. Generally, the students had made better improvement in term of their performances compared to group performances in Cycle I.

Researcher	: <i>Bagaimana pelajaran bahasa Inggris pada hari ini?</i> (How do you think about our lesson today?)
Student A	: <i>Asik Pak. Apalagi pas main game. Pngen main lagi biar menang.</i> (It is fun, Sir. Expecially when we played game. I enjoyed playing it. I want to play it once more and I hope I can win next time.)
Researcher	: <i>Apakah dengan bermain game bersama kelompok tadi membantu dalam latihan berbicara?</i> (Does playing game with your group help you in practicing English?)
Student A	: <i>Ya, Pak. Sebelum ngomong sama kelompok lain, kita diskusi dulu sama kelompok kita, jadi pas ngomong tidak salah.</i> (Yes, Sir. Before we invited another group, we discussed what expression that we would say. We don't want to make a mistake.)
Researcher	: <i>Tadi kalian juga berlatih listening dan menjawab secara langsung pertanyaan yg diberikan, bagaimana menurut kalian?</i> (You have also practiced a listening activity and then you had to answer questions orally. what do you think about it?)
Student A	: <i>Sebenarnya susah Pak. Tapi karena sudah dibahas dikelompok, jadi bisa menjawab.</i> Actually, it is difficult, Sir. However, we had discussed the answer with our group so that we could answer the questions.)

Appendix H, Interview Transcript 9

In the third meeting, the students were asked to perform a dialogue in pairs. In the previous meeting, each pair had been assigned to make a dialogue about inviting and responding to invitation or asking for permission. It was done to give the students a chance to perform their speaking ability. The collaborator helped to observe the activity while the students were performing their dialogues. The observation was done to find out whether their speaking ability had improved or not.

The students were asked to perform the dialogue without bringing any note. However, most of them delivered their performances in a well-organized way. They pronounced words correctly and expressed sentences with appropriate intonation. The students also seemed more enthusiastic and confident when they were performing their dialogues.

Researcher	: <i>Bagaimana penampilan kamu tadi?</i> (How was your performance in front of the class just now?)
Student A	: <i>Lumayan lancar Pak. Walaupun tadi sempat lupa. Tapi akhirnya bisa selesai.</i> (It was pretty good, Sir. Although I forgot some parts in the beginning, I can finish my performance.)
Researcher	: <i>Apakah kamu merasa lebih pede?</i> (Did you feel more confident than before?)
Student A	: <i>Iya Pak. Soalnya sudah persiapan Pak.</i> (Yes, Sir. I have prepared before.)
Researcher	: <i>Menurut kamu, belajar dengan kelompok membantu tidak membuat kamu lebih percaya diri?</i> (Do you think that by working with your group makes you feel more confident than working individually?)
Student A	: <i>Iya, Pak. Soalnya kalau belajar kelompok, banyak yang mikir jadi bisa lebih yakin sama jawabannya.</i> Yes, Sir. I prefer to work in group because I feel more confident with the answer.)

Appendix H, Interview Transcript 9

In the end of the teaching learning process, some questions were asked to the students about what they had learnt at that day, what difficulties they found, and what opinion they had about the teaching and learning process. Generally, each student had made better improvement in term of his or her performance compared to his/her performance in Cycle I.

3) Providing listening and interactive activities

Based on the planning process, the students were provided with listening and interactive activities.

The listening activity was done in two ways. First, the researcher drilled the students how to pronounce words or expressions so that the students could be more familiar with the sounds. Second, the researcher asked the students to listen to some dialogues in the forms of recordings. The dialogues were about giving and responding to invitation and asking for permission. The researcher used list of vocabulary related to the daily life. It was done in order to make the students get better understanding. After listening the recordings, the students had to answer question about the dialogues orally. ...

Appendix G, Field notes 6

The interactive activity was in the form of game. The game was done in the second meeting. The game was Finding a date game.

... The researcher asked the students to work in groups. The researcher then distributed paper which contained schedule of agendas for a week, to each group. Each group had different schedule. The objective of the game was to find mutual schedule of an agenda with other groups. To find the mutual agenda, the students had to invite other groups using the expressions correctly. The researcher and the collaborator observed students' performances while they were playing the game. When the students made a mistake, the researcher corrected them. The group that was invited to an agenda, should watch their own schedule. When they had different schedule, they should refuse the invitation. However, they should give reason why they refused. The game was finished when the arrangements were complete. ...

Appendix G, Field notes 7

c. Reflection

After implementing the actions in Cycle II, the researcher and the collaborator had a discussion. The discussion was done as the final reflection. It was done to fulfill the democratic and dialogic validity. The data of the reflection were collected through the observations during the teaching and learning process and the interviews with the English teacher and the students.

1) Using classroom English

Classroom English was used in order to familiarize the students with English words. The students were not only using classroom English when they did greeting, but also when they were stating their answers related to the materials. The students were accustomed to say English by helping them when they found difficulties. It was done to make the students not afraid of making mistakes, when they were speaking in the class.

The use of classroom English was successful to improve the students' participation in using English in the class. The students' speaking skills improved as well. Most of them responded to the questions in English. In brief, the action was able to increase the students' opportunities to speak English.

2) Applying Numbered Heads Together strategy

Numbered Heads Together strategy was applied to the teaching and learning process as an action to improve the students' speaking skills. After the implementation of the actions, the strategy was successful in improving the students' confidence to speak up. The students had more opportunities to practice their English, especially speaking, with their friends. Based on the observations, the

students showed better performances in some aspects such as fluency, pronunciation, intonation and accuracy. The students also felt more confident to perform their speaking abilities when they had a group discussion before they performed. Their speaking improvements could be seen from their performances when they did presentation after group discussion and when they performed the dialogue in front of the class.

3) Providing listening and interactive activities

In order to improve the students' speaking skills, listening and interactive activities were also provided. Listening activity was successful to help the students comprehend the materials. The activity also gave them useful input to enrich their speaking performances. Besides, interactive activity was also able to get the students' attention. The students were more enthusiastic when they were learning in the form of game. Their speaking ability also improved because they played a game that triggered them to perform their English better.

In reference to the observation and the interview of the research process in Cycle II, it can be concluded that the implementation of NHT strategy and its accompanying activities were considered successful to improve the students' speaking skills.

Researcher	: Menurut ibu, apakah penggunaan metode belajar ini mampu meningkatkan kemampuan speaking siswa? Do you think that the implementations of the actions in the teaching and learning process successful to improve the students' speaking skills?
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Continued

Continued

English Teacher	: <i>Secara umum sudah berhasil ya mas. Saya lihat anak-anak sudah meningkat bahasa Inggrisnya.</i> Overall, I can say that it is good and success to improve the students' speaking skills.
Researcher	: <i>Bagaimana dengan penggunaan strategy belajar Numbered Heads Together, apakah menurut ibu strategi ini berhasil?</i> How about the Numbered Heads Together strategy, do you think that it is useful?
English Teacher	: <i>Saya kira hal itu bagus mas, dan berhasil juga. Strategi ini bisa membuat siswa mau berbicara memakai bahasa Inggris di kelas. Mereka menjadi berani dan kosakata mereka semakin banyak.</i> I think it is good and successful. The strategy can improve their speaking skills like pronunciation and intonation, encourage them to speak English, and enrich their vocabulary as well.

Appendix H, Interview Transcript 11

Furthermore, all data that were obtained during the research fulfilled all criteria of validity. The democratic and dialogic validity were fulfilled by involving the collaborator in reflecting the actions that had been implemented. In doing the reflection, the researcher and the collaborator held a discussion to evaluate the teaching and learning process. The outcome and catalytic validity were fulfilled in accordance with the improvement of the students' speaking skills. The process validity was fulfilled during the research and when the data, which were in the forms of vignettes, interview transcripts, and the recordings of students' performances in the tests, were used. The reliability of the data was fulfilled when the scores of students' speaking performances were used.

Based on the implementation of all actions in two cycles, there was improvement on the students' speaking skills. It meant that the objective of the research was successfully achieved. Therefore, the researcher and the collaborator decided that the research ended in this cycle.

C. Findings and Discussion

This research was begun on August, 31st 2014 and ended on November, 15th 2014. It was aimed to improve the speaking skills of grade eight students of SMP Negeri 1 Jogonalan through Numbered Heads Together strategy. The actions had been implemented in two cycles. Based on the result of the actions in Cycle I and Cycle II, the research was discontinued up to this cycle. The implementation of NHT strategy and complementary actions were successfully accomplished and the objective of the research had been achieved.

The research findings were deduced from the data that collected during the research actions. The data were in the forms of quantitative and qualitative data. The quantitative data were derived from the speaking scores of pre-test, Cycle I and Cycle II. While, the qualitative data were derived from the observation of teaching and learning process, and interviews with the English teacher and the students.

Before the implementation of the actions, many problems related to the teaching and learning process of speaking were found. The first problem was related to the students. The students were passive during the classroom activities. Most of the students made many noises by talking each other during the lesson, even when the teacher was in the classroom. However, they just kept silent when the teacher asked questions to them. There were only some students actively involved during the lesson. Besides, the students seemed shy to practice speaking in English. It could be seen when the teacher asked them to read aloud or perform a dialogue, most of them refused to do it. They were afraid of making mistakes. The students were reluctant to speak English. It could be seen that during the lesson, they used

Indonesian even Javanese instead of English. Moreover, the students had low mastery in English vocabulary so that they did not know the meaning of most English words and sentences. They also had problem in pronunciation. When they were asked to pronounce some English words, they could not pronounce the words correctly.

Second problem was related to the teaching strategy. Based on the observation and interviews, the interactive technique or media of teaching such as games, discussions, and group works were not applied to the teaching and learning process. As a result, the students did not have opportunities to interact with the teacher and the other students. Thus, the English teaching and learning process tended to be teacher-centered. The applied method did not give students enough opportunities to work cooperatively in discussing questions. Individual practices were mostly used in the classroom so that the interaction among students was very limited. Then, Indonesian was preferred to use than English during the lesson. As a result, the students were not accustomed to use English during the lesson.

After the implementation of the actions, some changes in the teaching and learning process of speaking were found. The use of classroom English was successful to improve the students' speaking skills. The students' participation in using English at class improved as well. Most of them responded to the questions in English. In brief, the action was able to increase the students' opportunities to speak English.

The application of Numbered Heads Together strategy was successful in improving the students' confidence to speak up. The students had more

opportunities to practice their English, especially speaking, with their friends. Based on the observations, the students showed better performances in some aspects such as fluency, pronunciation, intonation and accuracy. The students also felt more confident to perform their speaking abilities when they had a group discussion before they performed. Their speaking improvement could be seen from their performances when they did presentation after group discussion and when they performed the dialogue in front of the class.

The implementation of action by providing listening and interactive activities in the teaching and learning process was successful. Listening activity helped the students comprehend the materials. The activity also gave them useful input to enrich their speaking performances. Besides, interactive activity was also able to get the students' attention. The students were more enthusiastic when they were learning in the form of games. Their speaking ability also improved because the game triggered the students to perform their English better.

After the implementation of the actions, some changes in the teaching and learning process were found. In summary, the change results of teaching and learning process during Cycle I and Cycle II can be seen in the table below.

Table 6 **Changes in the teaching and learning process after implementing the actions**

No.	Actions	Cycle I	Cycle II
1.	Using classroom English	The researcher gave much translation after explaining something in English. Some students answered the questions in English especially in responding to greeting.	The researcher decreased the amount of translation. The students actively answered in English, like when greeting and answering questions related to the materials.

Continued

Continued

No.	Actions	Cycle II	Cycle II
2.	Applying Numbered Heads Together strategy	<p>The Numbered Heads Together strategy helped the students in learning the materials since they had partner to discuss with. NHT developed the essential skills of cooperation and communication by giving them opportunities to work together. They had more opportunities to speak up and share their understanding about the materials to their friends in the same group.</p> <p>NHT also encouraged the students to express themselves and to interact with each other orally.</p> <p>However, the lack of students' time to practice made most of the students still found difficulties in pronunciation, intonation, accuracy, and fluency. Some students pronounced words incorrectly and expressed sentences with inappropriate intonation.</p> <p>They also did mistakes in their works. Some of them still stuck on their paper when performing their dialogues. The researcher faced difficulty in time management when implementing the action in teaching and learning process.</p>	<p>The Numbered Heads Together strategy helped the students in learning the materials. NHT was successful in improving the students' confidence to speak up. NHT gave the students more opportunities to practice their English, especially speaking, with their friends. The students felt more confident to perform their speaking abilities when they had a group discussion before they performed. The students showed better performances in some aspects such as fluency, pronunciation, intonation and accuracy.</p> <p>The researcher could manage the students when applying the strategy in teaching and learning process.</p>
3.	Providing listening and interactive activities	<p>Listening and interactive activities helped the students in learning the materials.</p> <p>The activities helped the students to recognize pronunciations of some</p>	<p>Listening and interactive activities helped the students in learning the materials.</p> <p>Listening activity gave them useful input to enrich their speaking performances.</p>

Continued

Continued

No.	Actions	Cycle II	Cycle II
		English words. The actions helped the students to comprehend how the expressions of giving and responding to instructions and prohibition were used in dialogues. The students were also more enthusiastic and motivated. However, the activities had not covered vocabulary enrichment for the students related to the materials.	Interactive activity was also able to get the students' attention. The students were more enthusiastic when they were learning in the form of game. Their speaking ability also improved because the activity triggered the students to perform their English better. The two activities also covered vocabulary enrichment related to the materials.

The improvement on the teaching and learning process of speaking actually affected the improvement on the students' speaking performances. In this research, the students' speaking abilities in pre-test, Cycle 1 and Cycle 2 were scored. To support the objectivity in scoring the students' performances, triangulation were used during the research process. First, the researcher used data triangulation. The data collected from the research were gathered over a period of time (time triangulation). Second, the researcher and the collaborator used investigator triangulation. More than one observer observed the research. The summary of the result of the pre-test, Cycle 1, and Cycle 2 is presented below.

Table 7 Student's Mean Scores in Speaking Aspects in Pre-Test

Rater	Fluency	Pronunciation	Accuracy	Intonation
The Researcher	2.03	2.10	1.79	1.87
The Collaborator	1.95	2.28	1.82	1.95
Mean Score	1.99	2.19	1.81	1.91

In the pre-test, some students could not pronounce the English words properly. They pronounced the English words based on the written style. When reading the dialogue, they often spoke in flat intonation. They still hesitated when

they spoke and often said ‘Eemm’ while speaking. They lacked vocabulary and often misplaced some words. They could not know the meaning of the situation given. They were also difficult to generate ideas and could not arrange sentences well.

Table 8 Student’s Mean Scores in Speaking Aspects in Cycle 1

Rater	Fluency	Pronunciation	Accuracy	Intonation
The Researcher	2.55	2.73	2.28	2.30
The Collaborator	2.45	2.70	2.38	2.53
Mean Score	2.50	2.72	2.33	2.42

After the implementation of the actions, the students’ speaking abilities were improved. In the Cycle 1, the students pronounced the English words better than before. They could correct their pronunciation when they mispronounced a word with the researcher’s guidance. Some students could speak in falling or raising intonation based on the type of the sentences. They also decreased the hesitation slightly although some of them still stuck on their paper when performing their dialogues. They could make a dialogue directly after they got the situations. However, some students still asked meaning of certain words. They also could generate ideas in creating dialogue with the researcher’s guidance. They decreased their errors in arranging the sentences. However, some students still misplaced words in sentences. They were more familiar with the expressions although they often used the same expression in all situation.

Table 9 Student's Mean Scores in Speaking Aspects in Cycle 2

Rater	Fluency	Pronunciation	Accuracy	Intonation
The Researcher	3.33	3.20	3.20	3.10
The Collaborator	3.40	3.25	3.05	3.23
Mean Score	3.37	3.23	3.13	3.17

In Cycle 2, they could correct the pronunciation when they mispronounced a word without the researcher's guidance. Most of the students could speak in falling or raising intonation based on the type of the sentences. Most of the students delivered their speaking fluently without hesitation. They were not stuck on their paper when performing their dialogues. They could make a dialogue without asking the meaning of words. Most of the students placed the words in the right order and used various expressions based on the situation. Table 10 below will show the comparison between the students' mean score in the pre-test, Cycle 1, and Cycle 2.

Table 10 Comparison between the Students' Mean Score in Pre-Test, Cycle 1, and Cycle 2

MEANS	Fluency	Pronunciation	Accuracy	Intonation	Total
Pre-test	1.99	2.19	1.81	1.91	7.90
Cycle 1	2.50	2.72	2.33	2.42	9.97
Cycle 2	3.37	3.23	3.13	3.17	12.90

From the table, it can be seen that there were improvements in all aspects of speaking. In reference to the discussion above, the students' speaking skills improved in four aspects of speaking which are fluency, pronunciation, accuracy, and intonation. It can be concluded that the students' speaking skills of Grade VIII B of SMP Negeri 1 Jogonalan improved after the implementation of the Numbered Heads Together strategy.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

The research was conducted at the grade VIII B of SMP Negeri 1 Jogonalan. It was carried out from August to November 2015. The objective of this research study was to improve the students' speaking skills through Numbered Heads Together.

Based on the findings and discussions of the research in chapter IV, it can be concluded that the implementation of Numbered Heads Together in the teaching and learning process of speaking was believed to be able to improve the students' speaking skills. The conclusion was supported by research data that showed the improvements in the aspects of speaking such as pronunciation, fluency, accuracy, and intonation. The improvements could be achieved through activities such as using the classroom English, conducting group discussions, answering some questions given by the teacher and classmates during the discussion, doing tasks and exercises given by the teacher, responding to classmates' opinions, and doing tasks given by the teacher independently. Listening and game activities were also provided.

The results of the students' speaking skills improvement were taken from observation data. The data were collected using observation sheet and interviews. Based on observation data, there was an improvement in the students' speaking scores from pre-test to Cycle 2. In pre-test, the students' mean score was 7.90. After the research actions in the Cycle 1 were conducted, the students' mean score was

9.97. It showed that there was an improvement from pre-test to Cycle 1. The gain score of the students' speaking performances was 2.07. In the end of Cycle 2, the students' mean score was 12.90. It was the highest than the mean score in pre-test and Cycle 1. The gain score of the students' speaking performances from pre-test to Cycle 2 was 5.00.

B. Implications

With regard to the result of the research, the implementation of Numbered Heads Together strategy with its accompanying actions such as using classroom English and providing listening and game activities, was successful to improve the speaking skills of grade VIII students of SMP Negeri 1 Jogonalan.

The action of using classroom English during the teaching and learning process could improve the students' speaking skills. The action makes the students familiar with the English words and sounds and increases their opportunities to speak English. Therefore, using classroom English is very beneficial to be implemented during the teaching and learning process, especially speaking.

Numbered Heads Together that 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, the students could have 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.

The action of providing listening and game activities could also improve the students' speaking skills. Listening activity helps the students comprehend the materials and gives them useful input to enrich their speaking performances. Game activity could arouse the students' motivation and enthusiasm in joining the teaching and learning process. The activity also makes the students learn and speak English unconsciously, so that they do not feel forced. Therefore, providing listening and game activities is very beneficial to be implemented in the teaching and learning process, especially speaking.

C. Suggestions

1. To the English teacher

Teachers can apply various learning methods and strategies that could improve the students' speaking skills. One variation that could be used is a cooperative learning model that there are various types included in it. Cooperative learning model using Numbered Heads Together can be used to increase students' speaking skills.

From the research findings, the teacher should provide the opportunities for students to have a discussion with their friends and chance to show their performances. Having, group discussion before they perform will make them confident to speak and express their ideas or work.

2. To the other researchers

This research study was aimed at improving the students' speaking skills. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as

references for the other researchers who conduct the similar studies related to the development of the students' speaking skills.

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APPENDICES