

The Effectiveness of Using Number Head Together (NHT) Strategy in Teaching Speaking at First Grade of MAS Darul Makmur Sungai Cubadak

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Abstract

This research background was triggered by students problems at the first grade of MAS Darul Makmur Sungai Cubadak. The purposes of this study were to identify the effectiveness of the use of the Number Head Together (NHT) strategy in teaching speaking at MAS Darul Makmur Sungai Cubadak. This research used Qualitative method with first grade MAS Darul Makmur Sungai Cubadak students as the research population. The sample in this research was all students at first grade. In this study, the researcher used total sampling. Data collection was carried out by interview, observation, and documentation. In the interview, the researchers interviewed the teachers who used the Number Head Together in teaching speaking. There are 15 questions asked by the researcher to the teacher. In the observation, the researcher used an observation checklist. In addition to documentation, the data is taken from students' scores in speaking. Then the student's score was analyzed by the researcher. Based on the result of the study, it was revealed that Number Head Together strategy was effective in teaching speaking. This can be seen from the results of the researcher interview with the teacher who used Number Head Together strategy, and also it can be seen from the result of the observation sheet and was supported by an average student learning outcomes in speaking which reached 82.770%. It can be said that the Number Head Together Strategy was in very effective category.

Keywords: Islamic major; Number Head Together; teaching speaking

INTRODUCTION

Speaking is one of the aspects of language skills that are productive; it means a skill that people have to convey ideas, thoughts, and feelings so that ideas that are available in the mind of the speaker can be understood by others. Speaking means expressing ideas or oral messages actively through

sound-symbol so that, communication activities occur between the speaker and the speaker partner. Indeed everyone is committed to be able to speak or do communicate orally, but not all people have the skill to speak properly and correctly. Therefore, speaking lessons must be a concern.

Based on the preliminary research conducted on January 27th, 2020 at the first grade of MAS Darul Makmur Sungai Cubadak, the researcher found that the teacher using Number Head Together in teaching speaking. The teacher using Number Head Together in teaching speaking because the teacher found several problems in students speaking ability. They are: First, students are lack of motivation in learning to speak because of lack of vocabulary, students not confident in speaking because bad in pronunciation and refuse to speak out for fear of being wrong this happen because in learning speaking. Students usually using the local language in speaking class and half of them do not answer the question when asked by the teacher. Students said speaking is so difficult and complicated. This has happened because English language not used in society. Because in speaking students not only say something but students should use the correct word, pay attention to the grammar, etc. By using Number Head Together students can be motivated in learning speaking because using this technique is simple and fun for students and students will act in learning speaking.

Second, students who do not understand the subject matter feel embarrassed to ask the teacher and their friends so that students become afraid to learn speaking especially when students do not know how to say words in English. But by using Number Head Together students has a sense of the team identified, so the students feel stronger when they are together in a group. In a group, students will discuss with their group friends what they do not know, and those who understand the material will explain it to their friends.

Third, when the teacher divides students into groups only a few students discuss the material. To explain the result of group discussion teacher usually asks students to come to the front of the class, almost all students do not want to present to the class, because they do not participate in the discussion and do not understand the result of the discussion. Only active students will be able to explain the result of the discussion. But by using Number Head Together all group discussions should prepare themselves to explain the result of the discussion because the teacher will call them randomly. So, the students help each other because all of the members have to know and get ready to answer and explain the group's answer. So, not all students prepare themselves to answer. Based on the problem above, the researcher was interest doing the research that the title is "the effectiveness

of using number head together (NHT) strategy in teaching speaking at first grade of MAS Darul Makmur Sungai Cubadak”

Based on the background of the problem above, the researcher found some problems that accrued in learning speaking at MAS DarulMakmur Sungai Cubadak Which are: Student`s not motivated in learning speaking because of lack vocabulary, Students who do not understand the subject matter feel embarrassed to ask the teacher and their friends or the student`s just silent when they do not understand, Not all students discuss the material. When the teacher divides students into groups only a few students discuss the material.

Based on the identification of the problem above the researcher limited the scope of the problem on the effectiveness of using Number Head Together strategy in teaching speaking at first grade of MAS Ponpes Darul Makmur, Based on the identification of the problem above, this research question was formulated as “how effective of using Number Head Together strategy in teaching speaking?” The purpose of the research was to identify how effective of using Number Head Together (NHT) strategy in teaching speaking.

METHODS

This research was design to know how the effectiveness Number Head Together in teaching speaking at second grade of MAS Ponpes Darul Makmur. This research was use descriptive qualitative. Thus, it was being suitable for this research due to the researcher was find the answer of the question from understanding the patterns of the data. The researcher was use quantitative method to answer research question about speaking score. Then, the researcher was used qualitative to answer research question to explain interview and observation result.

1. Population

According to sugyono population is a group of individuals who have the same characteristic. Population includes all the characteristics or properties possessed by the subject or object. The population of this research were all of the students of second grade students at MAS Ponpes Darul Makmur. The population of the research is as follow:

Table 1. The Population of the First Grade Students in MAS Darul Makmur
2019/2020 Academic Year

No Jurusan	class	student
1. IPA	1	19
2. MIA	1	18
TOTAL		37

Source: Administration Staff of MAS Ponpes Darul Makmur

From this table, the population from this research was 37 students that is the total of the students' class in second grade at MAS Ponpes Darul Makmur.

2. Sample

According to Sugiyono sample is part of the number and characteristics possessed by the population. Sample is part of the population. Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research the researcher used total sampling. Arikunto stated that so have to take population. The researcher used total sampling technique because population in this research less one hundred and this research focus at first grade of MAS Ponpes Darul Makmur of 2020/2021 period which consist of 37 students.

Based on the explanation above, it can be concluded that sample represents the quality and characteristics of population. In this research the researcher used total sampling technique because population in this research less one hundred and this research focus at first grade of MAS Ponpes Darul Makmur of 2020/2021 period which consist of 37 students.

Instrumentation was known as the tools to get the data which were needed by researcher. The researcher got the data from kinds of instrumentation that were interview, observation and documentation. To determine sample of this research the researcher was use total sampling technique. Sugiono stated that total sampling is a sampling technique where the number of samples is the same with population. Reason for taking total sampling because accords to sugiyono when the population less than one hundred, so all the population was used as the research sample. In this research the sampling consist 37 students first Grade which IPK and MIA class MAS Darul Makmur.

a. Interview

In this researcher the researcher will use semi-structured interviews. Semi-structured interview is a common interview guide approach its purpose is to ensure that general area play information is collected from each interviewee; it provides a lot more focus than a conversational approach. It means the researcher prepares the question interview before

doing the interview to the informant of the research. The researcher was did interview with the three teacher who used Number Head Together strategy.

b. Observation Checklist

Observation is purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. According to David at.al said that participant observation requires you to actively participate in the activity or event that you are investigating, with our without the knowledge of the participants. When engaged in online participant observation, it is important to do best to be as open minded as possible. In this research the researcher used observation checklist. An observation checklist is a list of things the observer will look at while observing the class. This observation checklist is what the steps of using Number Head Together in teaching speaking at second grade of MAS Darul Makmur Sungai Cubadak.

c. Documentation

According to Sugiyono the documentation is the record of events that have already passed. The documentation can be a form of writing, drawing, or the monumental work of someone. Arikunto also stated that documentation is search the data about circumstances or variable that is like notes, transcripts, books, newspaper, magazine, etc. Documentation is a unit of information that can be written or in form of picture and video. In this research, the researcher was used the students' scores after learn speaking by using Number Head Together as the documentation. The purpose of documentation will to know how well the strategy effectiveness for teaching speaking.

In order to make the instrumen becomes valid, the researcher have been done the validity. According to Arikunto, the main requirement the test was created by considering the validity. To make a good instrument, the researcher has been done validity. In this research, the researcher used the expert validity. In expert validity, the researcher gave to the three lectures to validate the instrument; researcher used interview, observation checklist and documentation as instruments.

In analyzing the data, the researcher used the descriptive quantitative research. In this technique, the data researcher was be analyzed by several steps:

a) Interview and observation analysis

The researcher analyzes the data of instruments to get the inference of researcher result. Arikunto explains that data analyses it meant by processing data obtain by using formula or rules that are

applicable to research or design approach taken. In this research, the researcher described whether the effectiveness of using Number Head Together in teaching speaking at second grade of MAS Darul Makmur Sungai Cubadak.

In this technique, the data were analyzed by several steps: Sugiyono explained that there were several step to know the data of observation and interview state that activity in qualitative data analysis done interactively and continuously carry through to completion so that the data is valid. It would be explained as follow;

- 1) Data collection: the researcher collects the data through observation and interview.
 - 2) Data Reduction: the researcher resumes the data and focus on the research aspects and unnecessary aspects were reduced by researcher.
 - 3) Display the data: The researchers make the result of the research that consists of the use Number Head Together in teaching speaking.
 - 4) Conclusion: the researcher concludes the finding based on the use Number Head Together in teaching speaking .
- b) Document Analysis
- 1) Collected the data from the teacher.
 - 2) Tabulating the data
 - 3) Analyzed the students speaking score
 - 4) Calculated the percentage of frequency for each score by using the formula as follows :
- $$R : (H-L)$$
- $$B : 1 + (3.3) \log n$$
- $$I : R$$
- $$B$$
- $$I : \text{Interval}$$
-
- $$R : \text{The high score} - \text{the total lowest score} - 1$$
- $$B : 1 - 3.3 \log n \text{ (n= total sample)}$$
- 5) Put the score into distribution table
 - 6) After getting the percentage of the data, the researcher was determine the mean, of the result from percentage of each item. To find mean, of the percentage, the researcher was used the formulas as follow :
- $$\text{Mean} = x : \frac{\sum Fx}{n}$$

- 7) The students percentage is arranged into the diagram of rating quality percentage.
- 8) The mean of percentage is arranged into the table of rating scale. As the result, the researcher used scale to arrange the level of effectiveness. The researcher was give interpretation of result by using table which described as below:

Table 2. The Data Interpretation of Students Test Result

Percentage of Rating Scale	Rating Quality
81% - 100%	Very effective
61% - 80%	effective
41% - 60%	Quite Effective
21 % - 40%	Ineffective
0% - 20%	Very Ineffective

Source: Dewi Ratna Sari, Fairuza Amrozi

The reseacher made the conclusion based on the result of interview with the teacher and what precentage and what rating quality of students score in speaking activity by using Number Head Together.

FINDINGS

This chapter described the finding of the about analysis of the data collected to answer the research question as follow: "how effective of using Number Head Together strategy in teaching speaking at first grade of MAS Darul Makmur Sungai Cubadak?" In this research the researcher used interview, observation checklist and documentation as instruments. This aims to know how effective of using Number Head Together (NHT) strategy in teaching speaking. The informant is a fourth grade English teacher MAS Darul Makmur Sungai Cubadak. Total of informant is one English teacher MAS Darul Makmur Sungai Cubadak. This research has been validated by Mrs Dr. Hayati Syafri, SS, M.Pd, Merry Prima Dewi, M.Pd, Mutia Rahman, M.Pd, and Mrs Agseora Ediyen, M.Hum.

1. Description of The Data

a. Data From Interview

The interview did with the English teacher on Saturday, March 20th 2021. The researcher used Indonesian to interview the three teacher. The interview was related to use Number Head Together (NHT) strategy in teaching speaking. There were 14 questions that were asked to the teacher, Based on the the interview result above about the use of Number Head Together in teaching speaking process used by the teacher. The interview done by the researcher directly where the researcher come to

the school and did interview with the teacher. Based on the interview instrument, there are fourteen items that are observed by the researcher. The first question, the researcher asked the teacher does the teacher use Number Head Together in teaching speaking. The teacher said that she use Number Head Together in teaching speaking at first grade of MAS Darul Makmur Sungai Cubadak.

In the second question, the researcher asked the teacher what are the steps used by the teacher in teaching speaking using number Head Together. The teacher said that she used four steps of Number Head Together. First, gives students a number and divide them into a group based on the number or numbering. Second, gives question to each group or asking the question. Third, asks students to discuss questions in groups or thinking together. Fourth, designate students who will answer the question.

The third question, the researcher asked the teacher about how to apply numbering step in teaching speaking. The teacher said that in numbering she divides students into several groups and gives students a number that is paired on the students head. Each student has a different number in the group. She divides students into three to six students each group. She prepared the number from home and make numbers as attractive as possible so that students are more enthusiastic in learning speaking.

The fourth question, the researcher asked the teacher about what are the advantages of using numbering steps in teaching speaking. The teacher said that the advantages of numbering are the students more enthusiastic in learning speaking and they also very interested in having numbers attached to their heads. When we teach speaking monotonously the students get bored quickly. They shy and not confident when asked to appear in front of the class, when we give a number to them they are required to be more active in speaking class because each of them will get a turn to be appointed and convey the results of their discussion.

The fifth question, the researcher asked the teacher about what are the obstacles or weakness of numbering steps. The teacher said that the weakness of numbering steps is in giving student numbers sometimes a little noisy, but it is not a big problem. It happened because they were enthusiastic about these numbers.

The sixth question, the researcher asked the teacher about how to apply asking the question step in teaching speaking. The teacher said that in this step she gives questions to students in the form of a list of

questions that have been prepared based on the learning material. Each group gets a list of questions consisting of three to six questions.

The seventh question, the researcher asked the teacher about what are the advantages of using asking the question steps in teaching speaking. The teacher said that in this step in asking questions to students it is more patterned because she prepared the all before come to the class.

The eighth question, the researcher asked the teacher about what are the obstacles or weakness of asking the question steps. The teacher said that there are no obstacles or weaknesses in asking question step because the teacher prepared the question based on the material.

The ninth question, the researcher asked the teacher about how to apply thinking together step in teaching speaking. The teacher said that in thinking together step after asking questions to students then we ask students to discuss in group. All students are required to actively speak and discuss the answers. All group members must know what the answers of the questions.

The tenth question, the researcher asked the teacher about what are the advantages of using thinking together steps in teaching speaking. The teacher said that the advantages in this step are all students are active in groups because they are required to know the answers of the question. So the students will focus on the answers of the questions.

The eleventh question, the researcher asked the teacher about what are the obstacles or weakness of thinking together steps. The teacher said that when students asked to discuss in groups the class becomes noisy. Sometimes it is also difficult to control the student voice.

The twelfth question, the researcher asked the teacher about how to apply answering step in teaching speaking. The teacher said that in the application of answering step she call the students number and the number called must appear in front of the class and answer the question asked by the teacher. All students must be prepared to present the answer front of the class.

The thirteenth question, the researcher asked the teacher about what are the advantages of using thinking together steps in teaching speaking. The teacher said the advantages of answering step are students are not shy and more confident in answering questions because they have prepared answers in groups.

The fourteenth question, the researcher asked the teacher about what are the obstacles or weakness of answering steps. The teacher said that the obstacles or weakness in this step are students whose names have not been called are less focused on listening to their friends who answer

the questions in front of the class because they are busy preparing to appear.

b. Data From Observation checklist

The checklist observations were carried out in class X IPA and IPK on Monday, March 22th 2021. In making this observation the researcher saw what the teacher and students` activities were doing Number Head Together strategy in speaking class. In this observation, the researcher observed what the steps of Number Head Together used by the teacher at the beginning to the end of the lesson and the researcher found several steps of Number Head Together carried out by the teacher, namely: First, giving students numbering. Second, asking the question. Third, thinking together. Last, answering.

Based on observation made by researcher, the researcher found that the teacher uses four steps of Number Head Together. In the first step, the teacher divides students into several groups, each group consists of three to six students, each student has a different number in the group. Teacher gives the number that has been prepared to students, after that students use the number given by the teacher on the head. In second step, the teacher gives some question in the form of a list of questions to each group. In third step, the teacher gives time for students to discuss in groups. Last step, after the time for discussion run out the teacher calls or appoints students based on students numbers. Students whose names are called must answer the questions given by the teacher.

The data is in the form of checklist observation. There were 11 items included in the observation checklist. The data obtained to determine the contents of checklist observation are the result of observation made by the researcher. How to collect data using electronic media in the form of cell phones totake video and photo of teaching and learning activities in class and bring books to write something needed by researcher for research material which has been prepared by the researcher, Based on the description above, it can be concluded that the teacher uses four steps of Number Head Together in teaching speaking. In using this strategy students are more enthusiastic in learning and they also more interested in learning speaking. This is reinforced by Ms.Hazizah, an English teacher at MAS Darul Makmur Sungai Cubadak who said: "using Number Hea Together strategy in teaching speaking is very helpful for students. Students are more active in speaking class and more interested". (Interviewed 20 Maret 2021)

c. Data From Documentation

In order to measure the effectiveness of Number Head Together strategy in teaching speaking at first grade of MAS Darul Makmur Sungai Cubadak, the researcher come to the class and saw the learning process. The researcher showed the students score in speaking. The researcher decided to analyze and see the effectiveness of using Number Head Together strategy in teaching speaking. After that, the researcher also calculated the data into percentage table. At the last, the score of the three indicators will be calculated in order to see whether the use of Number Head Together strategy effective in teaching speaking. Table below show the students score for speaking.

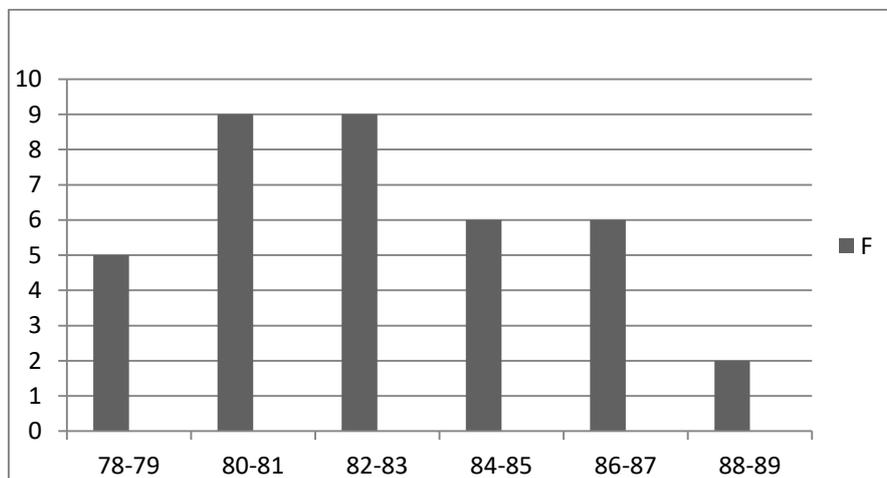


Figure 1. Students Percentage for Speaking Score

Diagram shows that only 2 students get the score between 88-89, 6 students get the score between 86-87, then 6 students get score between 84-85, 9 students get the score between 82-83, 9 students get the score between 80-81, and 5 students get the score between 78-79.

Then, the result of the students mean score of percentage in speaking score is arranged into rating scale. As the result, the researcher use rating scale to arrange level of effectiveness. The researcher will give interpretation of result by using table which:

Table 3. Students Percentage in Speaking

Percentage of Rating Scale	Rating Quality
81% - 100%	Very effective
61% - 80%	effective
41% - 60%	Quite Effective
21 % - 40%	Ineffective
0% - 20%	Very Ineffective

The table shows the percentage mean scopes of the students are 82,770 (81% - 100%). The score is obtained from the students in understanding specific information. It is found that the ability of students with the score percentage 82,770 was very effective. To sum up, the ability of the students specific information was very effective.

DISCUSSION

Based on the result, the data collected from the students, it was found that this strategy was effectively used because in using this strategy students are required to be active in the speaking class. They also must prepare themselves to appear in front of the class. In using Number Head Together strategy it will shorten the time for students to discuss and maximize learning hours. One of the important thing is this strategy could achieve learning goals in speaking class. Those finding was strengthened with Kielven` statement that stated Number Head Together strategy is one of simplest and useful of group strategy, means the teacher can use this strategy to make students active in teaching speaking. Second, Number Head Together strategy was affective in teaching speaking at first grade of MAS Darul Makmur Sungai Cubadak because the teacher was used all steps or procedures of Number Head Together, so that the students easy to understand the material by discuss with group members.

Referring to the theory, Number Head Together strategy can improve communication skill for students in teaching speaking. Based on the data analysis that was found by researcher, the mean score of the students speaking is 82,770 (81% - 100%). Thus, it is clear that the theory says that Number Head Together strategy is very effective when teaching speaking and improving students` speaking ability for students X MIA and IPK MAS Darul Makmur Sungai Cubadak, it occurs because all of students answer the question front of the class.

Number Head Together strategy is one of the cooperative learning, it refers to classroom strategies which students work on learning activities in small groups and receive rewards or recognition based on their group`s

performance. Based on explanation, we can see that Number Head Together strategy is effective in teaching speaking and support by students` scores.

CONCLUSION AND SUGGESTION

Based on the interview, of the research the researcher with the teacher result and students speaking score at X MIA and X IPK class MAS Darul Makmur Sungai Cubadak it can be concluded that the Number Head Together strategy is effective using by the teacher when teaching speaking. Based on the result of interviews and observation conducted by researcher and teacher, it can be concluded that the Number Head Together strategy is effective in teaching speaking and Number Head Together is also considered to make students interesting in teaching speaking. Based on the result of the students speaking scores also showed that Number Head Together was very effective used by the teacher when teaching. Evidence by the average value of class X MIA and X IPK Students reaching 82,770% and it is classified as very effective.

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