

THE USE OF NUMBER HEADS TOGETHER (NHT) IN TEACHING SPEAKING FOR JUNIOR HIGH SCHOOL

Regina Rahmi¹ dan Mulyadi Syahputra²

Abstract

This research is about the use of Number Head Together (NHT) in Teaching Speaking for Junior High School. The research problem for the study are (1) How is the use of Number Heads Together in Teaching at Junior High School, (2) What are the teacher obstacles during the use of Number Heads Together (NHT) in teaching speaking for Junior High School. The objective of the study are: (1) to figure out the use of Number Heads Together (NHT) in teaching speaking for Junior High School, (2) To find out the teacher obstacles during the use of Number Heads Together (NHT) in Teaching Speaing for Junior High School. In order to get the data, the resercher used observation sheet and Interview Guide. This research took place in SMP Muhammadiyah 1 Banda Aceh. Through the research, it was found that; (1) the use of Number Heads Together (NHT) in teaching speaking follow the steps they are, greeting, reviewing, explaining, numbering, questioning, discussing, answering. (2). There are some obstacles that the teacher faced during the use of Number Heads Together (NHT) they are: the difficulties in making the group which consist of various proficiency and the lack of students trust to the member of the groups answers.

Key Words: *NHT, Speaking*

¹ Regina Rahmi, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena

² Mulyadi Syahputra, Guru SMA Methodist Banda Aceh

INTRODUCTION

Speaking is a part of communication, speaking is regarded more representing what the speaker wants to say (Fauziati, 2002: 34). However, the purpose of any language in the world is only to be able to deliver a message to other people. Speaking is most important skill to be mastered since speaking is mainly used as the command way to deliver a message. Based on the reason above, in recent years, English teaching has focused on not only students' linguistic competence but also on the their communicative ability development.

The goal of teaching speaking skills based on Brown (2010:141) is communicative efficiency, students as the speaker should understand what they are saying and the hearer should catch the message during speaking activities. With many efforts students should try to avoid confusion in the message by eluding mistakes in pronunciation, grammar or words choice. Beside students observe the social culture rules that contained in each communication situation.

In fact, teaching speaking in some school is still far from the perfection as the statement above. Students are difficult to build an effective communication while they are confused to creat a sentence in English beside they are also weak in mastering English Vocabulary. The listener of the speaking also still need to be observedbecause of the students weaknesses in their vocabulary mastery the listener get some troubles in understanding the message. It becomes the

first source of their confusion to create and understand the speaking.

Number Heads Together is one of cooperative learning technique that was introduced by Kagan. This technique urges students to solve the given problems or questions in a group and sharing what they already know with others. Through this technique students have the equal opportunity to answer the problem because students have been numbered and the number will be chosen randomly to answer the questions. Number heads together also supports students to discuss the answer seriously in the small group.

Research problems

The writer intended to focus on how to find out the answer of the following questions:

1. How is the use of Number Heads Together (NHT) in teaching speaking at Junior high School?
2. What are the teacher obstacles during the use of Number Heads Together (NHT) in teaching speaking for Junior High School?

Research Objective

The objective of the study is to get explanation about the following problem:

1. To observe the use of Number Heads Together (NHT) in teaching speaking at Junior high School.
2. To find out the teachers' obstacles during the use of Number Heads Together (NHT) in teaching speaking for Junior High School.

THEORITICAL REVIEW OF LITERATURE

1. An Overview of Speaking

Among four skills in English, speaking is the most important skill to be learned. Speaking becomes the important skill that mostly requested after graduation from college to work in a company. Nevertheless, it is not the only usefull of having a good ability in communicating but also speaking is important as a tool for personal relationship. The activity in speaking always involves to one or more people in oral communication to give the information, share the ideas, express feeling, transfer knowledge an build social relationship among society. Rivers (1981, in Hamdani 2009: 11) stated that one can express idea, communicating intention, react to other persons and situations and influence other human being through speaking.

In speaking activity there are two side that need to be observed they are speaker and hearer. This Both people has equal self-interest in speaking activity. If one of them could not be able to communicative effectively, the communication will be not effecience. Therefore, it is really needed the ability to pronounce and choose the words as simple as possible to avoid ambiguity and misunderstanding between speaker and hearer. It based on the Nunan (1999, as cited by Dewi, 2010:10) "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally". Thus, both of speaker and hearer contributes the same function in speaking process.

According to Hutchison and Waters (1986, in Nilasanti, 2008:15), "Speaking accumulates some linguistic aspect and non linguistic aspect which help people to build a warm communication". The linguistic aspect in speaking is pronunciation, structure and vocabulary. It is frequently found misunderstanding during communication activity. It is caused of disability of speaker to master pronunciation, structure and vocabulary well. This means that communication is not effective yet. However, the meaning of communication is transferring the meaning from one mind to another.

According to Vicars (2001:82) Non linguistic aspect means not using language. In other words, it is about sending and receiving messages without using a communication system such as body language, condition of speaking time, object of the speaking, gesture and intonation. Nonlinguistic communication is the imparting of information without using language. This aspect is also important in speaking to build an effective communication people need to concern about where is the place of speaking, when is the time of speaking, who is the object of speaking, what is the topic of speaking. These aspects are important because the speaker need to think the difference of the way of communicating in differen situation. Therefore eventhough a person master pronouncitaion, grammar and vocabulary, it is not guaranted that person can speak effeciently

2. Teaching Speaking

Speaking is a crucial part of communication system. Speaking is the main

way to share the idea or a message to someone else. Every one can express their minds, ideas and thought freely and spontaneously through speaking. Moreover to mastered speaking skill students need to concern some components. Based on the statement of Syakur (2000:78) "There are at least five components of speaking skill that should be concerned by the teacher in teaching speaking; comprehension, grammar, vocabulary, pronunciation and fluently." It means speaking ability is not good enough if five elements above is not mastered yet. A good speaker should has a good comprehension, grammar, vocabulary, pronunciation and fluency in speaking activity.

1) Comprehension

Understanding the language is not enough in learning a language however, comprehending of a language is more important. According to Hornby (2009:83) that Comprehension is the ability to understand or an exercise that trains the students to understand a language or the act of capacity for understanding.

2) Grammar

Every languages in the world has their own rule. The rule or grammar in the language can be help the speaker or writer. In speaking skill for the example, students need to be able to arrange the sentence correctly, because according to Harmer (2001:48) through organizing the sentence grammatically the listener can easily get the message from the speaker. The students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The

grammar is either need in oral and written English.

3) Vocabulary

Vocabulary is a list of word with its meanings, especially in a book for learning a foreign language. Vocabulary is one of the most important parts in a language as it is the smallest meaningful part of human communication tool. Webster (1990, as cited by Mishferi 2011:7) explained that vocabulary is a list of words that understood by a particular person in communicating with others, therefore, it is impossible for some one to understand a language and use it in communication without understanding it's vocabulary.

4) Pronunciation

Pronunciation is the way how the students produce a clear oral language when they speak. According to Hornby (2009:343) define pronunciation as the way in which a language or a particular word or sound is spoke. Moreover, pronunciation become one of the important aspect of the language. because the good pronunciation will gain the good comprehension. In order to get the good pronunciation, the students need to practice their language with their partner, listen to the native speaker speaking, open the dictionary to find the right pronunciation or ask to their teacher how the correct pronunciation of a word or a sentence pronounced.

5) Fluency

Some expert define fluency as the ability to speak fluently and accurately. Fluency is the common goal of students in speaking in any languages. According to

Brown (2000:34) who explain that signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not need to think about the arrangement of the sentence in his/her mind before expressing the message.

3. An Overview of Cooperative Learning

Cooperative learning is a method of teaching where students need to work in a group. Usually this cooperative learning purposed to do a spesific task. Jacobs and Loh (2002:1) explain that cooperative learning as principles and techniques to help the students work together more effective. While, Kagan (2002:3) define that cooperative learning is a teaching arrangement that refers to small and heterogenous groups of students working together to achieve a comman goal.

Johnson and Johnson (2000:9) state that this method can help studentas to develop the leadership skill and the ability to work as a team with instructional use of small groups so that students work together to build an effective teaching learning process. In other words, this method can help students not only to develop their skill to work with others as a team but also to develop their skill in leadership competence.

Cooperative learning is a successful teaching method using a variety of learning activities to improve students understanding a subject. Each member of a team is no only responsible to understand the material but also to help teammates in teaching and learning process. Cooperative learning consider to be successful when students can work on the

assignment collaboratively until all members successfully understand the material and complate it.

In cooperative learning method, the students study in small groups to help each other. The group usually consist of different level of students’ ability in English, different gender, and different ethics in the classroom. Even though they are different, they can stay together for the same purpose. Thus, they are accustomed to working well together as a team (Slavin, 2004:1).

4. Number Heads Together (NHT) Technique.

Number heads together is a technique in cooperative learning method which is developed by Kagan (2002:88). This technique urges students to solve the given problems or questions in a group and sharing what they already know with others.

Moreover, Based on Olsen and Kagan in Richards and Rodgers 2001:196) that there are four key elements of NHT’s group. The group consist of positive interdependence, group information, individual accountabilty and social skills.

Firstly the positive interdependence appear when each member of the group aware that helping one member will effect to all member in the group and dropping one member will effect to all members. Thus, they have to be helpful and supporting for their own good because the score of the group is the accumulation result of each member of the group.

Second is group formation. This factor is the most important among other

elements to create positive interdependence in the group. Richards and Rodgers (2001:196) state that there are some factors involved in setting up a group. They are:

- 1) Establishing the size of the group. One group usually consists of three or four people.
- 2) However, the teacher also needs to consider some factors in group formation such as the level of difficulty of the task, the age of group members, and the limitation time for the lesson.
- 3) Dividing students into some groups. The members of each group can be either teacher choice or students' choice. It can be acceptable if the members of the group are divided randomly. However, teacher selection is recommended to create a group which consists of heterogeneous students' achievement, ethnicity, and gender.
- 4) The role of the students in the group becomes one of the aspects that teachers need to pay attention to.
- 5) The members of each group have their roles in the group activities. A member can be a group's chairman or summarizer.

Furthermore, the third element is individual accountability. It is about individual performance. For example, the teacher calls students' numbers randomly to share ideas or answer the given question.

The last element is social skills. The social skills established the way how the students interact and share their ideas with each other as teammates.

The writer concludes that NHT technique is one of the methods to help students to

work cooperatively by putting them in a small group form of three, four or five students and organizing them the numbering system.

5. The Use of NHT Technique in Teaching Speaking

According to Cruikshank (2006:238) there are four characteristics which are found in all techniques of cooperative learning method including Number Heads Together (NHT) technique.

The first characteristic is how the group team is made up. In dividing groups the teacher should consider that it should be composed of heterogeneous gender and academic ability. It is purposed to make students easier to work as a team with the result that students can improve their speaking skill together. Moreover, heterogeneity in a group will develop their personality and social development.

The second characteristic is in choosing the task to be discussed by the students. Choosing the task is highly influential to the effectiveness of cooperative learning. It must be suitable for a specific students' ability. While giving the task, all members of a group are asked to master the given material. If they found some problems while discussing the task, the students who have understood will explain the material.

The next characteristic is groups' rule of behavior. It is about rising the individual responsibility which must be considered mostly. However, the objective of cooperative learning is not only focus to make students understand about the material but also building the personal ability to organize the

group and rising the individual accountability to trust the leader of the group.

The last characteristic is motivation and reward system. The students' motivation is appear because there is an opportunity to understand the material. Whereas reward system will grow to make students' motivation bigger and bigger. Through reward system students will be motivated to understand the material. In this case, reward is not only a gift but an approbation also known as reward.

Based on Trianto (2009:28), NHT is a technique which has an aim to involve the learners in teaching and learning process as much as need. The students were indirectly forced to involve in all phases in NHT. The

phases in teaching speaking by using NHT, Based on Kagan (in Trianto, 2009) divides 4 (four) basic phases as its syntax. They are: 1.Numbering, 2.Asking the Question, 3.Heads Together, 4.Answering.

This is the table which describes how NHT phases are applied and teaching procedure that used by teacher in teaching speaking by using NHT technique.

Table. 1. The Phases in NHT Technique (Trianto. 2009:28)

Phases	Teacher Activities
First Phase : Numbering	The teacher divides students into a group, every group consist about three until six students. then, each member of them is given number from one to six.
Second Phase: Asking the Question	The teacher as some questions to students. the question can be a specific by using the interrogative sentence or the sentence it based on the purpose of teaching and learning process
Third Phase: Thinking Together	This is the discussion time. Students are given the same time to discuss the answer of the questions in their group. the time given must be short. It means, the time is limited in order to access all groups get an opportunity in doing discussion.
Fourth Phase: Answering	After giving all students time to discuss about the topic, teacher calls a student (ask randomly, but try to look at the students who has low proficiency) or it can be done by using lucky draw. Then, the students who get a turn to answer must rise their hand and answer the question bravely to the class.

Based on the table above, it can be concluded that in the beginning of teaching and learning process the students are divided into a group that consisted of 3-6 students in a group. Then, each students is given a number from 1-6 as his/her identity. After giving number teacher gives the questions to solve by the group. The last phase a student will be pointed randomly to answer the questions bravely represented his/her group answer.

RESEARCH METHODOLOGY

This is a qualitative research which purposed to describe the current condition of teaching speaking. Thus, the design of the research in this study is to seek and to answer the question of the study of how to implement Number Heads Together in Speaking ability for Junior high school. The method of the research is qualitative; the data collection is based on the results of the phenomenon of classroom while speaking is taught.

In this case, the researcher wants to discover the phenomenon of the use of Number Heads Together (NHT) activity and the obstacles faced by teacher in teaching speaking by using NHT technique. The result of the study will be described in some sentences.

This research took place in SMP Muhammadiyah 1 Banda Aceh. The sources of data in this research are divided into type, primary source and secondary source. The primary source the writer used interview to the students and the teacher and observation to the teaching and learning process. Similarly, the writer used attendance list, students' result of their last examination. The subject of this

research is limited to one class of 8th grade in SMP Muhammadiyah 1 Banda Aceh, consist of 24 students and one English teacher. There were some instruments used by writer to get the valid data from teacher and students about the technique as media. The instruments were observation sheet and interview guide.

RESEARCH RESULT AND DISCUSSION

A. Result

1. Data from class observation

The result of the observation in English class showed that the teacher began the class by greeting the students and asking how they were. Then she asked how many students were present and who was absence. Then the teacher explained the material about Narrative to the students. She gave each of students a script with the title Snow White. Then the teacher read the script slowly to make sure that every student in the class hears the story clearly. After she finished reading the script, she read the story for the second time, but in this section she asked some students the meaning of a word by word in the story once in a while. She read the story for the last time. And this time the teacher read the script faster than she read in the first time. Then she told the students about the generic structure of narrative. She began to explain each point of it clearly one by one.

Then the teacher asked them to sit in 5 groups which consisted of 5 students for each group. She chose the member of the group to ensure each of group contain with different level of capability in English. The measurement of choosing the member of

group is the result of test in the previous semester.

After the entire students was grouped, the teacher gave them the number beginning from one to five then she came to another group and gave them the same number from one to five for each group. Some students were confused in this activity, they wondered what the purposes of the teacher to give them the number but they looked enjoying the activity.

Furthermore, the teacher ordered to each group to choose one member of the group to be a leader, she gave the time to the students about one minute to do what was she ordered. in length of one minute to choose the leader, students were starting to make some noise in the classroom but the teacher demanded them to be quite while choosing the leader and the class was organized well during the selection of the leader.

During grouping of member of the group and the election of the leader to lead each of group, the teacher was very responsive to the discipline of the classroom. However, it can be known through the effort of the teacher to master the class. When some students started to be obstreperous, she told them to keep quite during the class activity. It made the division and election activity in an orderly. The discipline was not the only aspect that teacher focused but also timing became a part of the aspect to be noted. It could be known when the teacher gives a minute to the students to choose one of them to be the leader of the group, she looked at her watch and counted

every seconds. It makes the activities effective without wasting a lot of time.

After having the leader in each group, the students were asked to read the script once more in two minutes. If they didn't understand the story they might ask to their friends in the group. In this section the teacher should be able to control the class either students' discipline and the timing in reading the script.

After students had finished reading the script, then she gave them a clear instruction about the Number Head Together activity. She explained the rule using very simple words to make students easy to understand the detail of the activity. She also told the students the purpose of Number Heads Together activity. It was very determining whether the classroom activity using number heads together (NHT) run effectively or not.

This is the instruction given by the teacher to the students before starting the classroom activity of Number Heads Together (NHT) technique. In this case, teacher explained the instruction by using English but some words she explained with Bahasa.

Then, she wrote 10 questions on the whiteboard. The questions were based on the Snow White text. All questions need an opinion to be answered. The answer should come from students mind, it can't be found in the text. The teacher wrote clearly to make sure that every student can read the question. Every group was ordered to write down the questions and to arrange the best sentence of them to answer the questions. She told the students to create the answer as long as

possible. After she had finished writing the questions, she gave students in about 20 minutes to discuss the suitable answer for the questions based on the script. In this section, the teacher walked among students to control the class and to help students if they found a problem while discussion.

After discussion, the teacher remained students that the time was over for discussion. She called the students by their number randomly to answer one of the questions. All students were preparing their selves to answer. Some of students were exercising, and some others students were listening to the teacher. The teacher called the first students by his number. He came to the front of class but teacher told to answer the questions students do not need to come forward. After hearing the answer from a student, then the teacher asked the other students whether agree or disagree by giving a sight such as thumb up or down if some students disagree with the answer, they will be asked to give their answer.

Teacher replay the last stage which she called a particular number many times until all of students got the opportunity to share the group ideas in front of their friends. In the last, the teacher closed her teaching by giving students a summary of students learning.

2. The Result of Teachers' Interview.

During Interview, the writer use in-depth interview technique which The given questions were formulated as open question which allows the participant to answer based on their explanation.

“What did you prepare before teaching English in the classroom?”

The interview result shows that before teaching the teacher prepare the materials and the methods that she would apply in the classroom. The material and the methods varies, depending on the learning targets that she wanted her students to achieve based on the syllabus. However, Cooperative learning is mostly used in her teaching. She used variant technique in cooperative learning in every meeting with students in the classroom.

“What method/technique do you use mostly in teaching English?”

She prefers to use cooperative learning method because it has the power to motivate students to share their knowledgewith their friends. Besides, students prefer to work together rather than just work alone because many children are embarrassed to ask the teacher, Thus, combining them into groups is an appropriate step to make them feel guided by his friends.

“What are the special things that you found from NHT technique from other cooperative technique?”

She found that there are some special things in Number Heads Together technique. It is very useful to enhance the students' ability especially in English instead of other cooperative learning technique which only pay attention on how the students were able to work together. While Number Heads Together technique make the opportunity shared evenly. Numbering activity makes all students prepare their selves for the questions.

It makes teaching and learning process became overall.

“What are the obstacles do you found during the use of NHT Technique in teaching speaking?”

The teacher found an obstacle in applying Number Heads Together Technique is mostly in the grouping section. It is very important to make the group consisting of several levels of students. This section is the key determining the level of Cooperative Learning activity whether members of the group will be active or not. She also found an obstacle when the discussion section. The students often ask to her about their understanding of the text whether it was correct or not. To answer all their questions will require a very long time. This problem raised is probablen caused their lack of confidence to their friend’s answers.

“How do you deal with the obstacles?”

For the first obstacles, to deal with it a teacher must have a specific measurement in choosing members of the group. In this case, she uses students’ result of the exams in the previous semester. Using the result of the test, the teachers were able to determine accurately the level of each student to put them in the group members with different capabilities. It is going to make the teacher a little busy to prepare for the division of group members beside the teacher also have to prepare a lesson plan, determine a method to use, materials to teach, and media to use. As professional teacher this is an obligation to prepare.

For the second obstacle, building the trust among students is the only way to confront the obstacle. As a teacher, it is really important to avoid blaming students that their answer was wrong. Although the answer is not right, the teacher should correct the mistakes in a very gentle way so they would not focus on their faults but rather focused on the correct one.

“Based on your opinion, do you think NHT technique can help students to reach the target of KKM?”

In addition Number Heads Together (NHT) technique is very helpful for teacher to complete the minimum completeness criteria (KKM) in English. If the students were thought by using NHT, they would understand faster because they had equal opportunity to explore their ability. Giving them the opportunity to represent the group is an honor they will try their best to understand the material faster. Similarly, Number Heads Together technique can be applied in all class of Junior High School it is depended on how the teacher gives the material to the students. The material should be found in the syllabus.

“Do you believe that NHT technique can motivate students in learning English?”

She found that Number Heads Together is really helpful to increase students’ motivation in learning English. Every members of the group has the same responsibility to represent their group. It forced them to be energetic in solving the problems, especially in speaking. Asking

students to speak in English is not easy, but through Number Heads Together they would easily speak in English without feeling afraid to make a mistake because the sentences had been arranged before he speaks. The student who was pointed to represent the group should be responsible because his failure became the group failure.

“What is the important thing you should observe in applying this NHT technique in teaching English?”

Based on her answer, in teaching by using one of cooperative learning including Number Heads Together the teacher should consider how important is controlling the class during discussion section. If the class is not controlled well, some students will be out of focus to the teaching and learning activity.

“What are the advantages of using NHT technique in teaching English in the classroom?”

She found that Number Heads Together has a lot of advantages that can be obtained. For example, Number Heads Together make the opportunity be evenly given, students will be more ready to solve the problem without feeling shy in their speaking. Other advantage using Cooperative Learning technique including Number Heads Together is students who have high capability will be more understand through teaching their friends. While those who do not understand yet will find it helpful by their friends' explanations.

“What are the disadvantages of NHT technique in teaching English?”

She also found a disadvantage of Number Heads Together. This technique is not effectively used in a classroom with a lot of number of students, because it will take a long time for sharing them the opportunity. A lot of group will make teaching and learning process need a lot of time.

3. Data from Interview with the students.

“What do you feel if your teacher teaches you using the recent technique (NHT)?”

According to the students in the interview learning English using Number Heads Together is interesting. Sometimes they feel nervous because who was pointed to represent the group was not guessable and the questions which would be given to them are also random. In contrast,

“Do you like the technique? Why?”

All students who participate in the interview enjoy this technique because there was a competition in the class. So that, all students would pay their attentions to the teacher explanation or students answer who presents their group's opinion.

“Do you understand the lesson after being taught by the teacher using the technique (NHT)?”

Through the students' interview it was found that seven from eight students understand easier the material when it was thought by using Number Heads Technique, whereas another students stated that she already understand the material before it was taught by using Number Heads Together technique.

“Do you afraid when you get the turn to answer the questions?”

Three students still felt embarrassed when they were speaking in front of his friends. Because their friends in the group support them they kept trying their best to explain their answer. But the rest of them did not feel any ashamed in their presentation.

“Do you feel hard to speak and to express your ideas when you were chosen to speak?”

They didn't even feel afraid to make mistakes. The support from their friends is powerful to motivate them as a delegation of their group. However, all of students who were interviewed, they expressed that they did not find the any difficulties while they were speaking because the answer had been arranged grammatically by the member of the group before speaking, that make them feel confident to speak. The result of it can be shown through their speaking become more fluent and calm.

“Which one is easier between speaking as the group delegation or speaking to express your own ideas?”

Seven students agreed that it is easier to speak during Number Heads Together activity than to speak freely because they were helped by their friends by arranging the words and telling the right pronunciation for the answer. But there was a student who argued that speaking freely is easier than speaking as the messenger of the group because there was a moral burden as the group messenger that force him to be fully responsible. Whereas if they only need to speak what you think freely.

“How difficult did you feel in understanding the lesson using the recent technique (NHT)?”

There were two students who was interviewed, they said that they easily understand the lesson which thought by using NHT technique. Three students who said that they need to completely focus to understand the lesson, two students said that he understand the lesson in the end of the activity. While the others say that they hardly understand the lesson. However all of them said that using Number Heads Together technique they understand better than using the other technique.

“Do you still want to study using recent technique (NHT) in the next English lesson?”

All students who was interviewed still want to learn with this technique to use this method. Few of them said that they will bored if the technique was not interspersed with other technique. In other words the teacher must use different techniques to learn all subjects in class.

“Did you help your friend during the process of Heads Together activity?”

Four from Eight students told that they helped their friends during the process of Number Heads Together technique. And three students said that they were helped by their friends and another one said that he sometimes helped his friend and sometimes he was helped by his friends. In the other words, all of students felt happy for what have they did during Number Heads Together technique.

B. Discussion

According to the observation data there are several steps that should be used by teachers in teaching speaking by using Number Heads Together (NHT) techniques. The teacher starts the lesson by greeting and checking attendance list of students while she is observing the class cleanness, students' uniform, as well as the arrangement of chairs and tables in the classroom. So when the class is started the class atmosphere will be conducive and convenient for students and teachers. This is a common thing which always done by every teacher in teaching.

Then teachers review the previous material by asking several questions related to the previous material that has been taught. In this activity the teacher gives an overview of some of the earlier material before giving the students some questions. In this case the teacher randomly selects a few students and declares the questions that have been written on the white board before.

The next step is discussing the material. In this case the teacher explains the narrative text contain with the generic structure. In explaining this material teacher should focus on the students speaking such as how they interact with teachers using English. Teacher did more interaction with students rather than explaining it to the students in the classroom. The teacher wants to establish a pattern of interaction in the discussion of the material.

After finding that most of students had already understood the material then the

teacher steps into the next activity. Teacher divides students into some groups and places students by different abilities of them in one group. This activity determines the successful of NHT due to the differences of capability of the students those who has low English ability will be directed by their friends. After grouping, the teacher gives each student in each group a number to be used in the discussion later. This stage is the first stage in NHT activity. It is called "numbering" in NHT activity,

After grouping and numbering activity the teacher asks the students to discuss the material on the narrative text once again with the help of their friends in the group. Then the teacher wrote down some of the problems or questions that will discussed by all groups on the board. This stage is called as "Asking the Questions activity"

Then the teacher gives students an opportunity to equalize their opinions this activity is often referred as "Heads Together activity". In the speaking context, the questions must be opinion questions which need long explanation, so that the students will make the answer longer than just a brief answer. The given time to students should be as short as possible avoiding from playing while "heads together activity" and also students will try as soon as possible to resolve a given problems or questions.

Furthermore, the teacher chooses the given number to the students randomly. She asked a student who is chosen to represent the group to express the agreed answer or opinion. The numbers should be completely

randomized. Despite a student elected twice he will be not allowed to answer. This stage is the final stage of the NHT. It is often called as "answering phase".

The teacher will repeat the "answering phase" until all students get their turn to represent their group. if the class is contained with a large number of students, the teacher does not to give the opportunity to entire students, because through selecting the number randomly each students will prepare his self.

There are some Obstacles that the teacher faced in teaching speaking using NHT technique in junior high school. The first obstacle rised when the teacher divides the students into some groups. The grouping phase looked more complex than other activities, because it will determine the successful of NHT's activity. But the teacher easily can deal with this obstacle by creating a measurement to determine the ability of the student such as evaluating their last English test result. So through this measurement, the student can easily be divided into a group with various level of English capability.

The last obstacle is raised in the discussions phase. Some students often ask to the teacher about a particular opinion which is given by their friends. This situation makes teaching and learning process less conducive and makes the atmosphere becomes uncomfortable because the students try to find the right questions easily without making any big effort. To answer a question it will take a few minutes but it will take such a long time to answer the questions from some students. This

problem is raised because lack of confidence to their friends' answer. So, to deal with the problem teacher should give a big appreciation for those who answer correctly or showing their mistakes in a very smooth way. The capability of the teacher to build a communication pattern between teacher and students is really needed.

CONCLUSION AND SUGGESTION

After conducting the research and analyzing the data, there are some conclusions briefly written about the issues of the research which had been written in the first chapter. This chapter also completed by the suggestions for teaching speaking by using NHT technique in the future

1. Conclusion

After collecting and analyzing the data, it was found there are two main conclusions derived based on the tittle of this research. They are:

First, in implementing NHT technique, there are some steps to follow such as, Numbering, Asking the Question, Thinking Together, and answering. These four steps is the primary step which should be contained in the activity. But somehow, the activity always needs the improvisation to adjust the technique with the school discipline in order to get the best achievement of the students. it found that the teacher add some steps adjusted with NHT steps, before the core activity in NHT technique, it is needed to do such a number of activity, such as greeting, checking students attendance list, and explaining the material. After numbering it is allowed to the teacher to

ask the students to discuss about the material before giving them the questions or problems.

Second, even there are a lot of advantages in implementing NHT technique, there are some obstacles that teacher faced during NHT activity, the problems faced by teacher are the difficulties to make the group contained with different level of students capability and lack of students' confident to their friend's answers. To deal with the problems teacher need to use the latest result of the students' English examination to determine students' capability in English. Through the result the teacher can easily put the different level of the student English capability into a group. To deal with the second problem the teacher should give the simple appreciation to the students who get the correct answer and to avoid blaming students if they get the wrong answer. It is needed to show the students that if they got the wrong answer they would not be punished.

2. Suggestion

There are some suggestions offered in this study to the teacher and students in teaching and learning speaking by using Number Heads Together (NHT) technique.

First the teacher should choose the appropriate teaching and learning materials based on the students' proficiency in the classroom. Similarly, teacher is expected to explain the topic clearly to the students then

ask them whether they understand or not about the topic. He/she should consider to makes sure that all students know their role in the activity to make the activity become effective during the implementation in the classroom. In this case, teacher should control students' activities during teaching and learning process to make sure that they discuss the topic together. When they get problems in discussing and responding the topic, teacher can be a facilitator to explain or show them another answer which is easily to be understood.

Second, there are some suggestions for students. It is expected for students to use English when they do both discussing and giving their ideas to another students to make students get used to hearing spoken English. They are recommended to speak without feel anxiety when the discussion is in progress. And when they get trouble in doing the group activities, it is better for students to ask their teacher about the questions in order to get detail explanations. Students are obligated to pay their attention and take a part much in discussion and all members in a group have to help each other to achieve the same perception in answering the questions. This is important because the togetherness of them in responding each question will determine the group result.

REFERENCES

- Brown, Faith A, (2010). *Vocabulary Knowledge and Comprehension in Second Language Text Processing: A Reciprocal Relationship?. The Asian EFL Journal* Wuarterly 12(1), 88-133.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman, Inc.
- Cruickshank, D.R., Jenkins, D.R., Metclaf, K.K (2006). *The Act of Teaching 4th Analysis and Application*. New Jersey: Merrill Prentice Hall.
- Dewi, S. (2010). *The Implementation of Sharing Time Technique in Speaking Class*. Thesis (Unpublished). Banda Aceh: Universitas Syiah Kuala.
- Fauziati, E. (2002). *Teaching of English As a Foreign Language*, (Surakarta: Muhammadiyah University Press.
- Hamdani. (2009). *The Implementation of Teaching Speaking*. Thesis (Unpublished). Banda Aceh, Universitas Syiah Kuala.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Pearson Education Ltd.
- Hornby, A. S. (2009). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Jacobs, G. M., Power, M. A., Loh, W. I. (2002). *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked question*. Thousand Oaks, CA: Corwin Press.
- Johnson, D. W., & Johnson, R. T. (2000). *Learning Together and Alone (5th ed)*. Boston: Allyn & Bacon.
- Kagan, S. 2002. *Cooperative Learning*. New York: Prentice Hall.
- Mishaferi, E. (2011), *Teaching Vocabulary through words map*. Banda Aceh,: unpublished
- Nilasanti, H. (2008) *Gender Differences in Term of Speaking Ability*. Skripsi (Unpublished). Banda Aceh: Universitas Syiah Kuala
- Richards, J.C., & Rodgers, T.S. (2001). *Apporaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Slavin, R.E. (2004). *A Practical Guide to Cooperative Learning*. Massachussetts: Allyin and Bacon Publisher.
- Syakur. (2000). *Language Testing and Evaluation*. Surakarta. Sebelas Maret University Press.
- Trianto, B. (2009). *Model Pembelajaran Inovatif-Progresif Konsep, Strategi dan Implementasinya Dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Gramedia Widiarsana Indonesia.
- Vicars. (2011). *Linguistics and Non Linguistics Factors in Teaching and Learning Speaking*. New Yok: Press Syndicate.