

TEACHING SPEAKING BY USING NHT (NUMBERED HEAD TOGETHER) TECHNIQUE TO JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Speaking is a process of communication that idea or message can be received well. In English learning context, speaking is one of the important skills for the students because by speaking they can communicate in English. Speaking class should make students active during teaching and learning process. Teaching speaking should improve students communication skill because through speaking students express themselves in the form of communication. The purposes of teaching by using NHT technique are to motivate the students to work together and requires cooperation between students and other students so that the students could solve a problem together with discussion. The teacher should employ NHT technique in teaching speaking in order to improve students ability to communicate their ideas orally. The teacher should motivate students to practice their speaking to make them confident to speak English.

Key Words : Teaching speaking using NHT technique

INTRODUCTION

Background of the Problem

English as an international language has developed rapidly. As a foreign language, in Indonesia English has been taught as one of the compulsory subjects from the first year of junior high school until university level. Even in some areas, it is introduced from kindergarten. Besides, English is not only a compulsory subject in a school but it also one of the subjects examined in National Examination.

To master English as a foreign language, there are four skills that should be acquired by the students. They are listening, speaking, reading, and writing. These skills are related each other and cannot be separated. As skills of speaking, we should learn a lot of English components such as vocabulary, grammatical structures, intonation, accent and fluency.

For some of those speaking skill is certainly not easy for students. There are some problems, some techniques or methods in teaching

speaking, especially in speaking English. Unfortunately most of the students got problems in speaking English, as the writers found during doing teaching practice program. Students felt embarrassed to speak because they are afraid of making mistakes and do not know what they have to say. The problems appeared because of some reasons. First, the students often did not have self confidence to speak English because they did not know how to pronounce words well and had less vocabulary. Second, the students did not have motivation to perform speaking English in front of the class. Another reason is that the students worried in making mistakes, and sometimes they did not know what they had to talk about because they had lack of knowledge about the topic being talked (Saputra, 2008:2).

Therefore the writer provide a solution to the problem, namely learning with NHT (*Numbered Head Together*). In addition, the students appreciate and work with the strengths of others. This will increase learning, planning and discussion skills and eventually improve their speaking capabilities.

The students will be involved as participants and decision makers in NHT technique. Hence, this study is helpful to provide knowledge on ways to develop natural ways in speaking activities (Hamzah and Ting, 2010:2)

Purpose of Writing this Paper

The purposes of this paper are :

- 1.) To describe the procedure of teaching speaking by using NHT (*Numbered Head Together*) technique to Junior High School Students.
- 2.) To fulfill one of requirements to get strata one (S1) degree.

The Organization of Paper

This paper consists of four chapters. Chapter I consists of background of the problem, purpose of writing paper, and organization of the paper. Chapter II describes about concept of speaking, teaching speaking, some teaching speaking methods, NHT technique, implementation of NHT technique in speaking class and the advantages of using NHT technique. Chapter III describes the procedure of teaching speaking by using NHT technique, Chapter IV provides some conclusions and suggestions.

REVIEW OF THE RELATED LITERATURE

Concept of Speaking

Speaking is one of language skills that has to be mastered by students in learning English. Many experts define speaking in different ways. Brown and Yule (1989: 267) state that speaking is to express the need, request, information, service, etc. Speaking is one of the ways to give and to get the information from other people.

Speaking is a productive skill in the oral mode. It involves more than just pronouncing words. It requires process of thinking of what one wishes to say, choosing the right words to use, putting the words, communicating the feelings we have, and so on. Widdowson in Yunera (2004 : 5) states that, speaking is the active productive skill and make use of oral communication. As an active productive skill, speaking need more practice whenever and wherever.

Generally, speaking can be described as the activity of a person to express their ideas, feelings, or argumentation to other people by using spoken language. Usually, speaking is performed face to face and happens in dialogue or other form of verbal language that

can be done by two or more people. To do it, the ability to compose the sentence is highly needed because oral communication takes place when someone make sentence to perform variety or different act and essential social nature (Yunera, 2004:6).

Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Teaching speaking should improve students communicative skills, because, only in that way students can express themselves.

In teaching speaking, there are four components that are generally recognized. First is pronunciation that covers the segmental features, vowel, consonant, stress, and intonation pattern. Second is structure that covers the mastery of the linguistic rules. Third is vocabulary that covers the use of words. Fourth is fluency that covers ease and speed of the flow of speech. (Yunera, 2004:4)

In order to four components can be covered in learning speaking demand for special technique or method for to teach. The use of certain technique in teaching speaking is very essential as one of

factors determining the success of the whole processes of teaching and learning. Through a certain technique students can have more meaningful and enjoyable learning. (Angela, 2006:10). So that, it can encourage the students to be more creative and expressive in using language or producing any work in the target language.

Teaching speaking means use the language quickly and confidently, which is called as fluency. According to Nunan (1991:54-56), there are five principles of teaching speaking, as follows:

- 1.) Be aware of the differences between second language and foreign language learning contexts.
- 2.) Give students practice with both fluency and accuracy.
- 3.) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- 4.) Plan speaking tasks that involve negotiation for meaning.
- 5.) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

The teachers help their students develop their knowledge by providing authentic practice that prepares students for real-life communication situations.

NHT (*numbered head together*) Technique

Numbered head together (NHT) or numbering thinking together is a kind of cooperative learning designed to affect the pattern of student interaction as an alternative to the traditional classroom structure. *Numbered head together* first developed by Spenser Kagen in Trianto (2012 : 131) to involve more students in reviewing the material covered in the lesson and check their understanding of the lesson content. Richards (2001: 52) state numbered head together encourages successfully group functioning because all members need to know and be ready to explain their group's answer. Ni Wayan Darsini is one of the people who have successfully implemented NHT in teaching speaking at junior high school. In her thesis, Ni Wayan is successful to implement NHT technique, and the steps of that technique also used by Spenser Kagen in Trianto (2012 :132)

Implementation of NHT (*Numbered Head Together*) Technique in Speaking Class

Based on the explanation above, teaching speaking by using Cooperative Learning Method in Junior High School by using NHT technique, the writer will explain how to implement it in teaching speaking. Spenser Kagen in Trianto (2012 :132) gives us the steps of implementation, as follows :

1) Numbering

The teacher divides the students into groups of 4 until 6 members and to each member of the group are numbered 1 until 6.

2) Ask questions

The teacher ask a question to the students. Questions can be varied. Questions can be very specific and in question form or directives or orders.

3) Thinking together

Students unite opinion for answer that question and make sure every members of team or group to know the groups's or team's answer.

4) Answer

Teachers call a specific number, then the appropriate number of students raised her hand and tried to answer the question for the class.

It is general steps of *Numbered Head Together* in teachig speaking, and how it is probably implemented in the class room

context of junior high school in Indonesia will be explained in chapter III.

The Advantages of Using NHT Technique

According to Ibrahim (2000 :114) NHT technique can develop cooperative behavior and a better relationship between students, and can develop the academic skills of students. Students learn more than their peers in NHT rather than on the teacher. Ratumanan in Trianto (2012 :113) states, that the interactions that occur from NHT technique can stimulate the formation of new ideas and enrich the intellectual development of students.

Davidson in Trianto (2012 :113) provides a number of positive implications in learning using NHT technique as follows :

a) NHT technique offer the opportunity for success for all students.interaction in group is designed for all members learn concepts and problem solving strategies.

b) A problem is ideally suited to be discussed in the group , because it has a solution that can be demonstrated objectively. A student can influence other students with a logical argument.

c) NHT technique can makes the students with others be cooperative in positive things and share the

opinion and can add more knowledge of students.

PROCEDURES OF TEACHING SPEAKING BY USING NHT (*Numbered Head Together*) TECHNIQUE

Pre- Teaching Activities

Before we begin the process of teaching learning we have to do the pre-teaching activity. Angela (2006:12) states the purpose of pre- teaching activities is to help students focus their mind on the lesson by giving some interesting teaching materials in the process of teaching and learning activities .

In addition, according to Mufti (2007:16) the function of pre- teaching activities are :

- 1) To attract the students attention. So, they can focus their attention and maintain their concentration.
- 2) To relate the students background knowledge with the topic.
- 3) To increase their motivation.
- 4) To introduce them some new words or vocabuleries.

Pre-teaching activity is an activity that will be done before teaching activity started. This activity is done to build students' motivation in learning. In pre teaching activity there are some steps :

1. Greeting

Purpose of greeting is to make students pay attention to the teacher and ready to study. The teacher greets the students by saying :

Teacher : Good morning students.

Students : Good morning Miss.

Teacher : How are you this morning?

Students : I'm fine, and you?

Teacher : I'm fine too.

2. Check the attendance list

Purpose of the checking the attendance list is to make sure that all of the students are present in the class. The teacher checks the students' attendance list.

Teacher : who is absent today?

3. Giving Brainstorming

Asking some questions about the lesson will discuss.

Example :

Teacher : Well students I have some picture for you, do you want

see?
 Students : Yes Miss
 Teacher : (Show the
 picture)



Then, the teacher ask some questions to students, for example:

Teacher : Can you see the picture?
 Students : Yes Miss.
 Teacher : What do you think about the picture?

Students : That is *randang* Miss.
 Teacher : Good, *randang* is traditional food from?
 Students : From

Minangkabau

Miss.
 Teacher : Very good, so, our material today is *minangkabau*.

Whilst Teaching Activities

Whilst teaching is a second stage after pre- teaching activities are done. The teacher gives the topic about describing something. After that the teacher gives a topic that will be discussed by the students in group.

There are steps in cooperative learning process to be done by the teacher with *numbered head together* approach :

- 1) After brainstorming, the teacher divides the students into groups of 4 until 6 members and to each member of the group are numbered 1 until 6.
- 2) The teacher gives a material that is *Minangkabau* , which consists of some of the topics indicated by the picture on *minangkabau*

like *jam gadang* , *tari piriang* , *galamai* , *randang* , and *talempong*.

- 3) The teacher gives each group a topic.

Example :

Group 4 will describe about picture number 2, that is *tari piriang*.

Group 3 will describe about picture number 1, that is *jam gadang*.

- 4) Students discuss the topic. Each student gives an opinion within the group and unites the opinion, then convince every member already knows what will be explained.

Example :

Students 1: *Tari piriang* is one of the traditional dance in *Minangkabau* from *Solok*.

Students 2: This dance is played by using the plate as the main media .

- 5) Teacher calls a specific number, then the appropriate number of students raise their hand

and try to answer the question for the class.

Example :

Teacher : I will call the student number 3 from group 4 to describe the

picture

Student 3 : Yes miss (raise hand), okey I'm from group 4 will describe picture

departing from the grip.

Tari piriang is a symbol of *Minangkabau*

society. In dance motion plate basically comprised

of the steps *silat Minangkabau* or *silek*. We

can meet *tari piriang* in ceremonies and other

formal events. That's all from our group,

thankyou.

- 6) After that, the teacher asks one of the member from each group to present their presentation. Lastly, all of delegation from each group have presented.

Post- teaching Activities

Post- teaching activity is intended to review the lesson that they have got on the whilst teaching activity. According to Nesen (2009:2), in this activity the teacher can examine

number 2

number 2

students abilities to tell the topic that they have learned.

Example :

- What is our material today?
- Who can describe the other things about *Minangkabau* in front of the class?
- Do you understand about our topic today?
- Any questions so far?
- If you understand, for next week please bring photo or poster of your idol.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Teaching speaking is very important. Teachers should have a variety of ways to keep students interested. This paper suggests NHT technique to do in speaking because it can expand their ideas that it has reached one solution to the problem of the topics they are studying. In NHT technique the teacher divide students into some groups and every members given the number. The teacher give the different topic for each group based on the material that given for today, then each member give also unite their opinions, every members in a group should know the result of discuss and be ready if the number will call by the teacher for presentation. After that the teacher will call one of

members in a group to present the result of work discussing. Teaching by using NHT technique makes the students with others be cooperative in positive things and share the opinons, can add more knowledge of students, the students can study to solve the problem with discussion.

Suggestions

Based on the conclusion above, the writer would like to give suggestions for the teachers and the future teachers.

1. The teacher should apply NHT in teaching speaking in order to improve students ability to communicate their ideas orally and to train the good cooperation between students in a working group.
2. The teacher should motivate the students to work together and requires cooperation between students and other students so that the students could solve a problem together, with discussion.
3. The teacher should motivate students to practice their speaking to make them confident to speak English.

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