

USING NUMBERED HEADS TOGETHER COOPERATIVE LEARNING AS SPEAKING STRATEGY

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ABSTRACT

This study aims to determine the students' ability to speak English with the classroom action research technique to change the model of student learning with the Numbered heads together method. The research is SMK Telkom 2 Medan class X, there are still many students who can't speak English and lack confidence in their abilities. We as researchers look for the problem points in these students and choose technical methods that make them active and can speak English. using the NHT method as a guide because students are more active in learning with groups, with this method the level of students' speaking ability is increasing. Before using this method only 25.7% of students' ability to understand it. While after using this method 70.33% of students' increase in student ability. from si This method is very active for students because students learn in groups more actively and so they get satisfactory results. This research has a special ability, namely changing the learning system of students who do not understand, uniting them with students who understand, and making them into competent teamwork. The problem that occurred during this lesson was because of the COVID-19 pandemic, students were learning online which made them a little constrained, but with the help of the school to study face-to-face, they became active in learning English.

Keywords : *English, technique, NHT, method, learning, and teamwork*

CHAPTER I

INTRODUCTION

1.1 Background of Study

Speaking is the ability of a person to speak by combining words used to convey messages that are intended to be used. This speaking ability always uses various techniques, Talking is also the main thing for everyone to convey various things and feedback occurs so that the conversation becomes better. Speaking is also not only when making speeches, speaking is used every time. By practicing one's speaking ability, we can have an ability or skill in speaking. It can make people amazed by our style of speech, the language used.

Speaking English is also one of the important things in life at school, especially for students to improve their speaking skills in developing good and correct speaking techniques. Students must also have the technique and quality of speaking properly and correctly, to create perfect English speaking. Speaking English is also one of the programs to determine the quality of a person's interest in learning in mastering Speaking English. Carrying out speaking English is not only from students, but the participation of teachers to provide assistance and teaching in developing good and correct English speaking techniques. Teachers must also have good quality and technique so that students are not too bored and the method they use is not only one method, they must use many variations of methods in speaking English.

In the current curriculum, learning techniques are also very different from the previous curriculum. Now because of the 2013 curriculum, students are also required to be more active in learning, they do not only study at school, they also have to look for important information outside of the context given at school. in English is also one of them, greatly changing the technique of teaching teachers and learning students, speaking English is also one of the most important main techniques in learning English. When we start learning and end our English lessons we are more effective in learning if we use speaking English. But now there are still many students who cannot understand speaking English because basically they do not have the strength to speak and they also do not have their sense of trust because they cannot master English vocabulary. There is also many students' pronunciation which is very messy and cannot be understood when speaking.

According to Hughes & Reed (2017), speaking is one of the communicative abilities in carrying out speaking activities. In English, students must be able to know and understand

what they are talking about or will be talking about to make a perfect sentence. they have to determine word by word to be a good grammar and perfect vocabulary so as not to make them confused and wrong in speaking English.

The grammar used both in the management of speaking to create a systematic and ideal thing to be listened to by several people, we are asked to prepare for grammatical correct pronunciation. Compose sentences not only in writing but we can also verbally, it's just that we have to determine what kind of sentences we will draft and make to become perfect English (Purpura, 2013).

Harmer (2013) speaking ability is a person's ability to fluently not only determine knowledge of the language features but also the ability to process information and the language the speaker is currently using. The language used in speaking is the formal one.

Speaking English is one of the students' abilities to develop their talents in English language skills. Speaking English is an important component to carry out the topic you want to convey in the context of a formal or informal conversation. Speaking ability is a skill that students have to complete daily needs, not only good at forming vocabulary but also must have good intonation and perfect pronunciation. Speaking English is one of the best and most efficient forms of delivery on the condition that we must master the technique within us so that we do not make mistakes when speaking.

We also have to think about the components of the English language when we want to continue speaking English, there are many ways and techniques that we can do to speak English properly and correctly. Speaking English must master ourselves first, then master the material or topic of conversation.

Several speaking techniques have been developed to help students to enhance their ability in speaking. One of the methods in teaching speaking is Numbered Heads Together (NHT). The researcher accepts that it may be a great and suitable method for teaching speaking for students.

Number head together is one of the techniques in the cooperative learning method developed by Kagan. This technique allows students to solve problems or questions given in groups and share what they already know with others. (Rahmi& Syahputra, 2015).

The Numbered Heads Together (NHT) technique can solve several problems in learning, this forces each group to be responsible for the learning of each member, this ensures that one student in the group does not do all the work while the other sits passively, this prevents some

students to answer all teacher questions, and this ensures that all students have the same opportunity to answer the question.

Number head together is a learning method that is suitable for use in speaking-based learning methods. The purpose of using cooperative learning with the Number head Together technique in the speaking method is to develop the speaking skills of learners, cooperation, cohesiveness, activeness, and be more serious in solving the problems given. (Nur'ayni, 2013) Some studies have been conducted by previous researchers. First in the field of Numbered Heads Together Cooperative Learning. The title of the research is "The Effectiveness of NHT (Numbered Head Together) To Improve Fluency of Speaking Ability of the 2nd Grade Students at Junior High School MDIA Bontoala Makassar". The design of this study used a Quasi-Experimental Design. To obtain data, the researcher used a speaking test, namely pre-test, and post-test. The test is used to determine the students' speaking ability by using the Numbered Heads Together method. The population in this study were all second-grade students of SMP MDIA Bontoala Makassar. There are 2 classes, VIII A and VIII B. The total population is 48 students. It mentioned that This Numbered Heads Together Cooperative Learning method can help to overcome student learning difficulties individually, therefore learning activities were more widely used for solving problems. (Rahmadani, 2017)

This method is good for teaching speaking because the method designed for groups of 4 - 5 students makes students communicate with each other and increases self-confidence towards students. This self-confidence will increase speaking skills in the performance in front of the class that will be done by students.

Other research in the field of Speaking, the title of the research is "AN ANALYSIS OF STUDENTS SPEAKING PERFORMANCE IN PRESENTATION AT THESIS PROPOSAL SEMINAR STUDENTS OF ENGLISH DEPARTEMENT STKIP PGRI WEST SUMATERA" The types and approaches used in this research are basic interpretive/qualitative which is included in the realm of qualitative research. The type and approach of this research are used to analyze and identify a phenomenon, namely how the appearance of English students when making presentations. In the data collection process, the researcher used several research tools, or instruments, namely: video recorder, observation checklist, and field notes. As for the video recorder, the observation checklist was used to see how the English students' speaking performance was when presenting during the proposal seminar. In addition, researchers also use field notes to strengthen the data that has been

obtained. It mentioned that Speaking is an important skill that students have to master because through speaking students can communicate, share information, knowledge, or idea. It is the act of language used to express the meaning to get the response. It can be said that speaking is the activity to share ideas and feeling to get a response from the other person by spoken language. Students should be confident in their ability to talk fluently during their performance. Confidence plays an important role in speaking success. Confidentiality in communication plays an important role in determining the student's willingness to communicate. (Ganefris et al., 2016)

Based on the explanation above regarding what is speaking, Numbered Heads Together Cooperative learning, and also guidance from several scientific journals from previous research on and Numbered Heads Together Cooperative learning. Then the researchers concluded to research with the research title "**Using Numbered Heads Together Cooperative Learning As Speaking Strategy**".

1.2 Problem of Study

From the background of the study, the researchers would like to write the problem of study:

1. How to use Number Heads Together (NHT) cooperative learning as speaking strategy at SMK Telkom 2 Medan?
2. How is the process of using Number Heads Together (NHT) cooperative learning as speaking strategy at SMK Telkom 2 Medan?

1.3 Aims of Study

1. To observe the use of The Numbered Heads Together (NHT) cooperative learning as speaking strategy at SMK TELKOM 2 MEDAN

1.4 The Scope of The Research

The researcher focuses on observing the use of The Number Heads Together (NHT) Cooperative Learning as speaking strategy at SMK TELKOM 2 MEDAN. The reason why the researcher chose SMK Telkom 2 Medan is because there is still a lack of ability and motivation of students at SMK Telkom 2 Medan in speaking English, especially in the speaking aspect. Both in terms of grammar, pronunciation, vocabulary, and self-confidence.

1.5 The Significance of Study

The findings of this study will provide valuable input for:

1. The Researcher.

Through the results of this study, the researcher hopes to develop the skills of teachers using strategies to improve students' English speaking skills.

2. English teacher.

This technique is needed by teachers in the learning process to improve students' speaking ability.

3. Students.

To help students learn English, The Numbered Heads Together that taught by the teacher to make students more interested, motivated, and feel happy to improve their speaking skills in English.

4. The next researcher or reader.

Through researchers, readers, this research can use and can practice this research and teach students.

CHAPTER II

RESEARCH METHODOLOGY

The researcher used mostly qualitative approach techniques and quantitative approaches to observe the use of numbered heads together cooperative learning as a speaking strategy. This chapter covers research location, population and sample, research design, data collection techniques, and data analysis techniques. Almost 80% of all teachers' techniques of

learning and speaking English are the same and similar to the methods and strategies they use in the classrooms they teach. The level of speaking must be at free and active communication, teachers should supervise the active role of students in speaking from each activity and student goals in the activities they are doing.

2.1 Location and Time of Research

The research carried out in SMK TELKOM 2 MEDAN. Researchers researched this school because there were still many students who did not understand and could not speak English perfectly and correctly. Researchers conducted research starting in July to October. During the learning activities, the teacher/researcher always applies every time learning English, they must speak English.

2.2 Population and Sample

The population in this study was SMK TELKOM 2 MEDAN and the sample was tenth-grade students. There were a total of 36 students in each class.

2.3 Research Design

In this research design, the researcher uses the CAR (Classroom Action Research) method. The researcher used mostly qualitative approach and quantitative approach to observe the use of cooperative learning with numbered heads together as a speaking strategy. The data collection used in this study were tests and field notes. Speaking test is used to test the students' ability in speaking English the extent of their understanding and speaking ability. Field notes are used to record student activities, including activities, assessments, and the level of success used by the researcher on the method that the researcher gave to students to achieve results and satisfaction for students to have perfect English skills. This research was conducted in class X TKJ 1 SMK Telkom 2 Medan with a total of 36 students because in this class there are still many students who do not understand speaking English in any way they are very difficult to do. Classroom action research was first discovered by Kurt Lewin in 1946, Kurt Lewin's CAR technique has several types, namely planning, action, observation, reflection (PAOR).

a. Planning

A plan was made to improve students' abilities to fix problems that occur in students, after

doing research and finding problems.

b. Action

The efforts made by the teacher or researcher to carry out the technique of changing students in speaking English, both in terms of improving the material, strengthening speaking to achieve maximum results.

c. Observation

Activities carried out by researchers when the learning process began, students were active or not during the learning process, and from there, researchers could make observations to students.

d. Reflection

Activities are carried out by the teacher or researcher after the observation and the teacher or researcher considers the results or processes that occur during the learning process directly.

2.4 Data Collection

The data collection technique in this study was to obtain the research objectives. The data used in this study was CAR research. A study can be a variety of analytical studies of students' abilities, both in terms of planning, acting, observing, reflecting. The process carried out is a test to students and field notes to all students to determine what data is going on.

2.5 Data Instrument

The test carried out was to test students in speaking English to what extent their ability to speak. Field note assessment conducted by researchers to determine the results given and provide re-teaching to students who cannot speak English.

1. Speaking Test = this test is carried out in one meeting, and this test is carried out to determine the quality of students' speaking. The procedure is as follows:
 - a. The researcher assigns a topic to students randomly for which they want to talk.
 - b. They talk in 5 minutes on the topic they are learning and present it in front of the class.
 - c. The scoring system is carried out by the researcher correctly, with appropriate marks for students with their speaking ability.

- d. Researchers also record their conversations as evidence to provide grades and as a form of student results that will be stored.
 - e. Students speak in front of the class without help, must be confident, and be able to master the atmosphere in the class.
2. Field Note = this assessment was carried out randomly, and according to the researcher's observations, some students could speak English perfectly. After getting the score, the researcher evaluates the students what problems they experience in speaking English.

2.6 Data Analysis Techniques

Arikunto (2010) said "in assessing student tests, the author must use a pattern.

To analyze the data, the researcher must prepare several techniques:

1. Prepare student answers
2. Correct and assess their assignments
3. Calculate the results of their speech
4. Do a speaking assessment
5. Give examples of speaking quality

$$s = \frac{R}{N} \times 100\%$$

S = Student's grade

R = Number of the correct answer

N = Number of item

This calculation is done with the right target because with this research the researcher knows how much the students' speaking ability is and students also know how far they can speak English. With this assessment, researchers can make improvements and evaluations for students to create their speaking style properly and correctly. The researcher also gives satisfaction to students with their teaching techniques to get maximum results. This assessment system is very effective for students so that in the future speaking English students can be done correctly and well, and students also have their character.

CHAPTER III

Findings and Discussions

3.1 Findings

1. Students' Speaking Skill

The average score ability of students in speaking English is still very weak, their score is only about 50% in speaking English. By the provisions of the regulations of the Indonesian Ministry of Education, this is included in the poor category, the researchers decided that at SMK Telkom 2 Medan for tenth grade class, it is included in the low category, because it has

not achieved maximum results. This assessment is real, carried out by researchers during the learning process, students' speaking skills are minimal, and learning English is less interested.

1. The difficulty of Students Speaking

Difficulty speaking to students was carried out from several assessments, ranging from speaking tests and field notes carried out by researchers. The problem that often occurs in students is that they are less able to know the vocabulary in speaking and they also do not understand in form perfect sentences. What happened to the students was very bad for their development, because learning English was only modest, because they focused on their vocational course.

1. Teacher Strategy

- Numbered Heads Together

The researcher chose this strategy model because the researcher saw in terms of several aspects that occurred in the classroom. Students are more active together with their friends in any way, both from learning, playing and so on. Researchers have a technique for combining their play attitude with more serious learning to make they are learning more fun and enjoyable. The researcher chose to study in groups together, where the researcher divided them into several groups. They will ask each other and hone their skills with friends first before appearing to speak English in front of the class. Because researchers know that when studying alone it makes them very bored and if they are in a group it is very frustrating and they are enthusiastic. The researcher provides teaching materials for them to prepare in learning together, provides techniques to make conversations interesting, provides quality if they want to speak English. Researchers believe that with a method like this, the ability of students to speak English and study in groups is very effective in achieving maximum results in speaking English. Because after doing this method there was a very significant development in students' learning and speaking, from before they could not speak, embarrassed to show up, now they have started to be brave and hone their speaking skills.

Cyle I

1. Planning
2. Researchers conduct learning topics according to the existing syllabus at the school.

The researchers were only guided by the teaching materials provided by the school's English teacher.

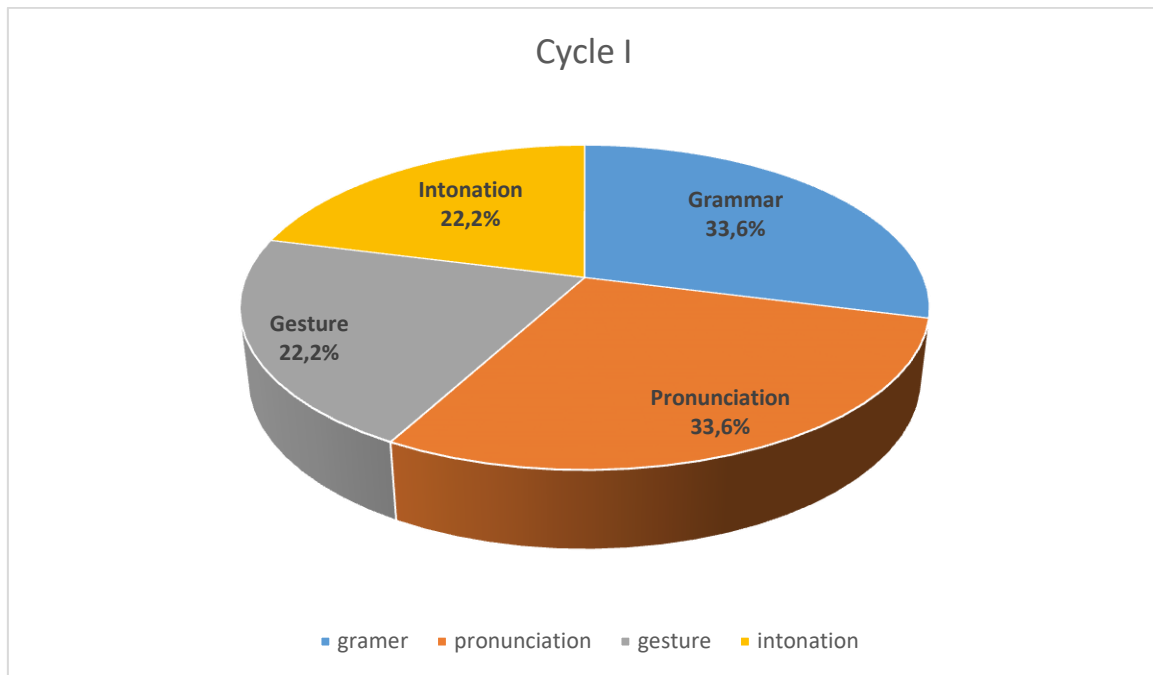
3. Before starting the interaction, the researcher always greeted the students and opened the lesson in English, and spoke English, so that they were motivated in learning.
4. The researcher divides the group into the students to study simultaneously with their respective abilities.

The learning process in this cycle is only 2 x 60 minutes every Thursday. In this lesson, the researcher always applies the quality of learning activity and it is more fun because the Numbered Heads Together method makes them very challenged. There are also several steps in this cycle are as follows:

1. At the beginning of the lesson, the researcher immediately asked students to form groups to start the lesson.
2. Students are given 10 minutes to discuss and study the material provided by the researcher for them to learn and will be asked to explain and speak in front of them to explain the results of their lessons.
3. In the last step, the researcher conducted a test to the students about the material provided and the students had to speak English according to their study results with the group.

In this cycle I, there are still many students who do not understand this learning. They are not yet active in learning and still look shy and lazy learning in this first cycle. In this cycle almost all students cannot learn English and speak English, they only listen to the researcher's explanation and are less interesting for them in learning. Below is a proof column for students who take part in learning English and are active in speaking and only meet a few people who can pass.

In this cycle I, only 11 students took English lessons and could speak English quite well. With this, the researcher collects the results of his work with the correct distribution. Researchers divided the Grammar 30.6%, Pronunciation 30.6%, Gesture 22.2%, Intonation 22.2%. This is the result of accumulation in the first cycle and there are still many changes that must be done to reach the maximum.



1	AGUNG WICHAKSONO TAMIN	
2	AKBAR PRATAMA ARIF	
3	ALFONSO DIAZ SIMAMORA	88
4	AURA AFIFAH SHALIHA	
5	CRISTIAN REYNALDI PURBA	
6	DEFIN ALFRI TARASKA	
7	DIAN TRI SARI DAELI	85
8	DINA MULYANI SUWANDI	90
9	DITA VINANCIA MARIANA BR TAMPUBOLON	
10	FAJAR SYAPUTRA	80
11	FATHI ARZAQ SHIDDIQ	84
12	JEROME FEIVEL ZEKY BUTAR BUTAR	
13	JIHAN ARTIKA SARI	
14	M. JODI EKA NURANGGA	80
15	M. DAFFA AR RAHMAN	88
16	M. INDRAWAN	83
17	MANUELO GABRIEL C. SIANTURI	

18	MAULANA SYAFI MARPAUNG	
19	MUHAMMAD AKBAR NUGRAHA DAULAY	
20	MUHAMMAD DZAKY PRATAMA	
21	MUHAMMAD FAHREZY	
22	MOH HABIB GILANG SYAH L TOBING	
23	MUHAMMAD IHSAN SINAGA	81
24	MUHAMMAD RUBEN SATRIAWAN LUBIS	83
25	MUHAMMAD TAUFIQ RAMBE	
26	NAURAH AFIFAH WIDA	
27	ONYI AZIZU	
28	RAFI RISDIANTO	
29	RAFIQI AZRI	85
30	RICHARD JUNEDY FERYALDO SIMAREMARE	
31	RISKA GUMARA SYAH LINGGA	
32	TIO MALIKUL MULQI	
33	SATRIA ANANDA LUBIS	
34	STEVEN MERCHY SIMANJUNTAK	
35	LATIFA ZAHRA	
36	ELSA NADILA HARAHAP	
	Result	927

Average Score = total grades of students

$$s = \frac{927}{36} \times 100\%$$

$$= 25,75\%$$

This is the result of students' learning abilities in working on cycle I and is still far from lacking and students also still have a lot of changes. There are very few students who participate in learning and many students also do not understand.

This is a list of students in class X TKJ 1 SMK Telkom 2 Medan, which consists of 36 students. In the tenth grade class, they are very minimal in learning English and speaking English, here they never understand when the researcher provides material and speaking techniques in front of the class. So many students do not get marks in doing tests in learning English and from field notes they don't even understand. Here we as researchers make changes to the learning model to be more exciting and make them comfortable in learning. With the Numbered Heads Together method, their ability to learn English and speak English begins to occur.

Speaking Component Assessment

No.	Aspect	Score	Indicators
1	Pronunciation	50%	<ol style="list-style-type: none"> 1. Correct pronunciation and be very careful in speaking. 2. Students speak very smoothly, slow and very carefully in speaking English so that there is no mispronunciation. 3. Choose a topic of conversation that is easy to understand and makes students not confused in speaking.
2	Grammar	83,3%	<ol style="list-style-type: none"> 1. Choose grammar that is good and correct and easy to understand. 2. Make grammar related to each other when speaking. 3. When wrong in grammar students can instantly change their grammar well and perfectly to still not confuse them.
3	gesture	16,7%	<ol style="list-style-type: none"> 1. There are still very many students who have not been able to control their bodies and tend to be shy and just keep quiet. 2. There are still many students who are embarrassed to appear in public because they are not used to it and they also have a shy nature.

			3. Students tend to focus on one point and pay less attention to the people around them and only focus on the topic and be calm.
4	Intonation	33,3%	<ol style="list-style-type: none"> 1. Students are still very slow in speaking English and still look shy. 2. Students tend to be nervous from the start and are not used to appearing in public because they are still used to the habit of not being brave. 3. When speaking the students only gave a low voice because they were not used to speaking loudly.

Researchers conducted various studies in this class, ranging from gesture, pronunciation, grammar, intonation because this was the guideline for researchers to change them for the better. The research provides teaching techniques to students to make them confident and start to be more active in speaking English.

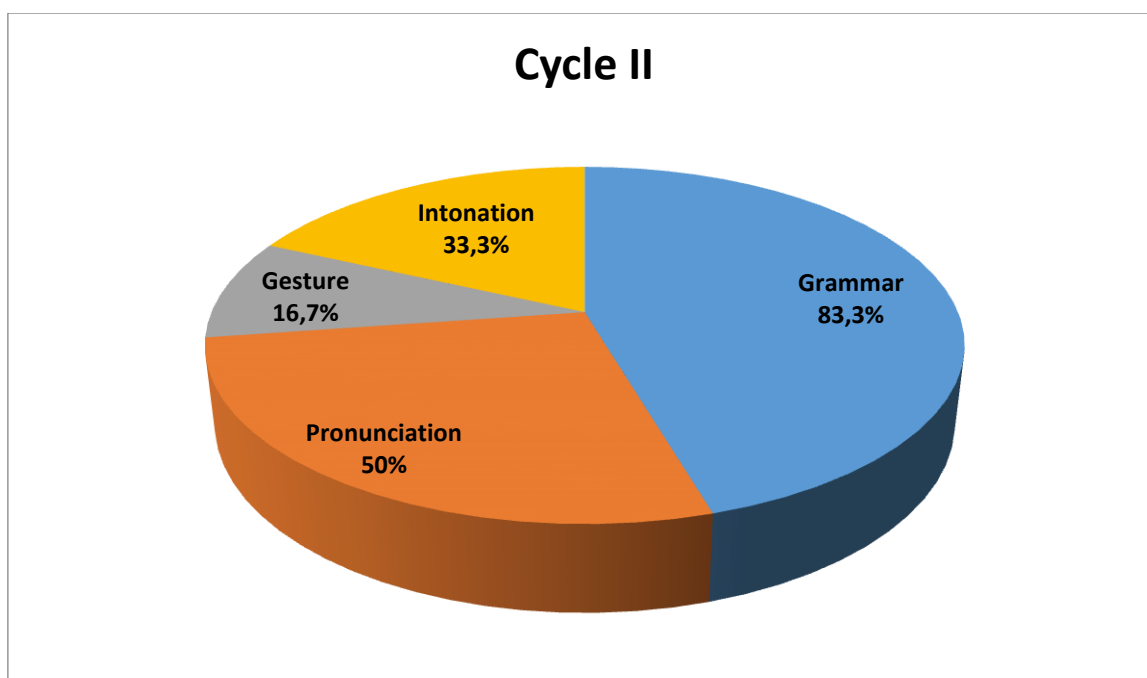
Cyle II

1. Planning

- a. Researchers conduct learning topics according to the existing syllabus at the school. Because the researchers were only guided by the teaching materials provided by the school's English teacher.

- b. Before starting the interaction, the researcher always greeted the students and opened the lesson in English, and spoke English, so that they were motivated in learning.
- c. The researcher divides the group into the students to study simultaneously with their respective abilities.

In this second cycle, only 30 students took English lessons and could speak English quite well. With this, the researcher collects his work with the correct distribution. Researchers divided Grammar 83.3%, Pronunciation 50%, Gesture 16.7%, Intonation 33.3%. This is the result of accumulation in the second cycle and the changes that occur are very good, students are very enthusiastic about learning and speaking English.



AGUNG WICHAKSONO TAMIN	86
AKBAR PRATAMA ARIF	
ALFONSO DIAZ SIMAMORA	88
AURA AFIFAH SHALIHA	87
CRISTIAN REYNALDI PURBA	85
DEFIN ALFRI TARASKA	83
DIAN TRI SARI DAELI	75

DINA MULYANI SUWANDI	87
DITA VINANCIA MARIANA BR TAMPUBOLON	85
FAJAR SYAPUTRA	85
FATHI ARZAQ SHIDDIQ	85
JEROME FEIVEL ZEKY BUTAR BUTAR	83
JIHAN ARTIKA SARI	86
M. JODI EKA NURANGGA	85
M. DAFFA AR RAHMAN	88
M. INDRAWAN	83
MANUELO GABRIEL C. SIANTURI	83
MAULANA SYAFII MARPAUNG	85
MUHAMMAD AKBAR NUGRAHA DAULAY	
MUHAMMAD DZAKY PRATAMA	83
MUHAMMAD FAHREZY	89
MOH HABIB GILANG SYAH L TOBING	
MUHAMMAD IHSAN SINAGA	85
MUHAMMAD RUBEN SATRIAWAN LUBIS	85
MUHAMMAD TAUFIQ RAMBE	
NAURAH AFIFAH WIDA	85
ONYI AZIZU	85
RAFI RISDIANTO	83
RAFIQI AZRI	86
RICHARD JUNEDY FERYALDO SIMAREMARE	83
RISKA GUMARA SYAH LINGGA	
TIO MALIKUL MULQI	
SATRIA ANANDA LUBIS	83
STEVEN MERCHY SIMANJUNTAK	86

LATIFA ZAHRA	75
ELSA NADILA HARAHAHAP	85
Total	2532

$$s = \frac{2532}{36} \times 100\%$$

$$= 70,33\%$$

This is the result of Cycle II of students with their developmental abilities after the results of their doing the Numbered Heads Together learning method activities have rapid development and are in the good and good category for this level. Students also show good and perfect recording skills.

This is the result of students after doing learning according to Numbered Heads Together, students begin to have the ability to speak English. Students always study with friends seriously and they are challenged to learn English and speak English. The students were also very enthusiastic in speaking English when they did the second test, they were very excited. Students who do not understand and cannot speak English also continue to learn and do not stop being embarrassed, but their friends are more helpful to each other. Researchers believe that this method is very rare because some researchers have not been able to apply it according to the needs of students. With this research, students of TKJ 1 SMK Telkom 2 Medan have a more serious ability in learning English and speaking English, and they prefer to learn with this method.

3.2 Discussion

In this section of the discussion, the researcher will explain further about the learning carried out in Cycle I and Cycle II. The difference seen based on the data that has been obtained by the researcher is very significant. There are differences in speaking skills that occur during the teaching and learning process in cycle I and cycle II. The following is an explanation that researchers did in implementing speaking learning in cycle I and cycle II.

Cycle I

Data collection was carried out by researchers in cycle I, the researchers initially introduced Numbered Heads Together to students, namely they were required to work in groups but they still lacked motivation in speaking. This can be seen in the assignments given to students. Of the 36 students, only 11 students followed the instructions given. The rest of the students felt shy and less motivated when asked to practice in front of the class. This could happen because the researchers monitored student activities more often than teaching students how to look when speaking.

Cycle II

Data collection was carried out by researchers in cycle II, researchers then re-applied Number Heads Together. However, some differences are produced in this cycle II. Before the researcher taught, the researcher divided the groups according to the abilities and interests of each student. Then the researcher gave each number to each group. The researcher then distributed the theme to each group. Each group then prepares a text script which will then be presented by each group member. Researchers not only monitor students but also researchers practice good speaking skills in front of the class. Because it has been exemplified, students feel motivated. Each student is also asked to discuss with each other in the speaking performance that will be presented later. It aims so that each student can assess each other's abilities in a group so that they can provide mutual assessment and input.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 CONCLUSION

In this concluding section, the researcher will present conclusions based on what has been researched, including the following:

1. The application of learning using Classroom Action Research using Cooperative Learning type Numbered Heads Together is considered effective, this is evidenced by the increase in motivation, grades, and speaking skills of students in class X TKJ 1 SMK TELKOM 2 MEDAN. This is based on the assessment of cycle I and cycle II.
2. The application of learning by using Cooperative Learning type Numbered Heads Together improves students' ability to socialize in their groups. So that each student can provide input and evaluation of what are the advantages and disadvantages of each performance that will be presented.

4.2 SUGGESTION

The suggestions that researchers want to describe in this research are as follows:

1. for teachers

As a teacher, especially an English teacher, every English teacher must teach speaking in a method that is preferred by students. The application of the Numbered Heads Together type of cooperative learning method is considered effective in improving students' speaking skills. This requires students to be more active in group discussions and makes it easier for teachers in the teaching and learning process.

2. for students

This study aims to improve students' ability to speak English. The application of Numbered Heads Together Cooperative Learning is considered to be effective if students' interest and motivation in speaking English have increased. Therefore, students are asked to constantly hone their skills in English so that students' English skills in every practice of English always increase

3. for other researchers

This study aims to improve students' speaking skills, but there are several weaknesses in this study such as the relatively long time of conducting this study which other researchers should consider to conduct better research, and other researchers can use the results of this study as a starting point to continue the next study of the Numbered Heads Together method.

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