

CHAPTER I

INTRODUCTION

A. The Background of The Research

In Indonesia, English is taught as a required foreign language in senior high schools. In accordance with the Content Standard, it is being implemented with the goal of achieving informational literacy, which calls for students to be able to access knowledge in English. Therefore, a firm command of speaking abilities—which are essential for language learners—is necessary for efficient oral communication. Speaking abilities facilitate language learning and development in addition to their communication function. Speaking becomes a vital tool for learning and thinking in situations where the target language is utilized as the medium of instruction across the curriculum. Speaking output is ephemeral and leaves little trace when the activity is over, in contrast to reading and writing courses where teachers maintain written test records of performance.¹

Speaking is one of the four skills in English, Speaking is a part of communication, moreover according to Fauziawati speaking is regarded more representing what the speaker wants to say². Speaking allows us to communicate with others, share our thoughts, and educate others about a variety of global circumstances. Individuals with good speaking skills are more adept at sending and receiving information or messages to others. This is crucial, because oral communication enables us to maintain relationships with one another.

Speaking is an important and necessary skill to develop. Speaking is also a difficult skill to master when learning English as a second language because it

¹C.M Goh, Christine, *“Teaching Speaking in the Language Classroom Republic of Singapore : SEAMEO Regional Language Centre”* (20019)

² Fauziawati E, *Pengajaran Bahasa Inggris Sebagai Bahasa Asing* (Surakarta: Muhammadiyah Pers Unevirsity, 2002), 34.

differs from other skills like reading, writing, and listening in that while you cannot take back what you have said, your interlocutor typically expects an immediate response. As a result, speaking proficiency is frequently used to gauge a person's success in language learning.³

Learning method is a common teaching technique and can be used to all subjects, such as: speech, discussion, asking and answering, experiment, task, and so on. Learning method is also a concept in teaching the material to achieve a certain objective involving strategy and method.⁴ Cooperative learning refers to a variety of group-learning paradigms used in instructional methods. A teaching method called cooperative learning places an emphasis on students working together in small groups to accomplish learning goals. Numbered Heads Together (NHT) is one of Spencer Kagan's cooperative learning models. This model uses a particular framework intended to influence how students connect with one another and improve academic performance. The teacher divides the class into groups, gives each group a distinct number, and then gives them a task to debate. The other group members then react after the teacher calls on one student at random to report the group's effort.⁵

To address the needs and problems identified at the target school, the researcher plans to use the Cooperative Learning method “Numbered Heads Together” (NHT) to help overcome students’ difficulties in learning English at MAN 3 Pandeglang. Preliminary observations in the tenth-grade classes show that most students still struggle to speak English actively and confidently. Many remain passive during speaking activities, and only a few dare to express their opinions in English. Several factors contribute to this, including low self-confidence, limited vocabulary, and the use of conventional teaching

³ Joanna Baker and Heather Westrup, *Essential Speaking Skills: A handbook for English Language Teachers* (New York: Continuum, 2003), 16.

⁴ Murni, “*Study of Cooperative Learning*”, (2021)

⁵ Ibrahim, M. & Nur, M, “*Pembelajaran Kooperatif*. Surabaya: University Press” (2018)

methods that do not actively involve students. Therefore, a teaching approach that boosts student participation—especially in speaking skills—is needed. One method believed to offer a solution is the Cooperative Learning model Numbered Heads Together, which encourages students to discuss, collaborate, and take responsibility for their group’s learning outcomes.

For the research site, the researcher chose MAN 3 Pandeglang because the researcher experienced the same problem as previously mentioned. Based on this issue, the researcher is interested in conducting a study entitled “The Effect of Using the Cooperative Learning Model Number Heads Together on High School Students English Speaking Proficiency (A Quasi-Experimental Research on Tenth Grade Students of MAN 3 Pandeglang).”

B. Identification of The Problem

Based on the background above, the researcher identified problems as follows:

1. Students’ difficulties in speaking English actively and confidently.
2. Students tend to be passive during English speaking activities, and only a few students are willing to express their ideas in English.
3. There is a need for an effective teaching method that can improve students’ speaking proficiency and increase their engagement in the learning process.

C. Limitation of The Research

Based on the problem identification above, the researcher limits the scope to be studied as follows:

1. This research is limited by discussing the learning model Number Head Together (NHT) and students' speaking abilities.
2. The subjects of this research are students Ten Grade High School MAN 3 Pandeglang.

3. The location of the research is MAN 3 Pandeglang (Panimbang, Pandeglang, BANTEN)

D. Formulation of The Problem

Based on the background and the phenomena on students learning achievement by using learning model of Numbered Heads Together (NHT), the problem of this research is identified in the following identification:

Is the use of Numbered Head Together (NHT) method effective to improve speaking ability of the 10th grade students at MAN 3 Pandeglang?

E. Research Objectives

To find out the effectiveness of Numbered Heads Together (NHT) to improve speaking ability of the ten grade student's at high school MAN 3 Pandeglang.

F. Research Significance

A. Theoretical

The result of this research expect to become an empirical media to support the implementation theories using Numbered Head Together (NHT).

B. Practical

- a. For student this research expect to help the student get a chance to speak in front of their friends.
- b. For the teacher this researcher give contribution and information to English teacher about the effectiveness of Numbered Head Together (NHT) Method, that can improve their model of teaching in order that the students were not bored in learning English and can improve their speaking ability.
- c. For the next researcher this research expect to give great contribution and information to the other researcher as a reference for further studies on a similar topic.

G. Organization Of Research

There are five chapters in this article and each chapter explains several key points.

Chapter I Introduction, consisting of Background of The Research, Identification of Problems, Limitations of The Research, Formulation of The Problem, The Research Objectives, and Research Significances.

Chapter II Basic Theory, consisting of Definition of Speaking, Components of Speaking, Teaching Speaking, Definition of Numbered Heads Together, and The Previous of The Research.

Chapter III Research Methodology, consisting of Research Methodology, Research Design, Data Collection, Data Analysis and Instrumental research.

Chapter IV Research Findings and Discussion.

Chapter V Conclusions and Suggestions.