IMPROVING STUDENTS’ SPEAKING SKILLS WITH THE NUMBERED HEADS TOGETHER TECHNIQUE

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ABSTRACT

This research was done to find out whether the Numbered Heads Together (NHT) technique can improve students’ speaking skills, and find out the students’ responses toward the implementation of the NHT technique for teaching speaking. This research was a Classroom Action Research (CAR) study and was done in 2 cycles with year 11 students at SMA 1 Darul Imaarah at Lampeuneurut in Aceh Besar. The procedure of the research consisted of planning the actions, implementing the actions, observing the actions, and reflections. The instruments used in collecting the data were tests, observation sheets for the researcher and the students and a questionnaire. The results from the research showed that the NHT technique gave better results in improving the students' speaking skills, in sharing information and in delivering ideas. This can be seen in the results from the tests, where the mean score was 60 before the actions which increased to 67 at the end of cycle 1 and to 82 at the end of cycle 2. Furthermore, the percentage of students’ participation in the teaching-learning processes increases significantly. This was shown by the results from the observation sheets where the percentage of the students’ involved was 67% (criteria of enough) in the first cycle and increased to 98% (criteria = very good) in the second cycle. This meant that the students then worked well in running all of the activities. Furthermore, based on the result from the questionnaire, the mean score obtained by the students was 3.01 (agree). This showed that the students responded positively toward the implementation of the NHT technique. Thus, it is suggested that teachers who have problems in teaching speaking try to implement the NHT technique.

Key words: Speaking, Numbered Heads Together (NHT) Technique.

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INTRODUCTION

Background of Study

Speaking is one of the most productive activities in daily life: It is the most important skill because it is the ability to carry on a conversation. Besides, speaking is an interactive process of constructing and receiving information. Scott (1982) defines speaking as an activity which involves two or more people sending and receiving information or massages orally who react to what they hear and make their contributions to respond to the language as encoders and decoders. Nowadays, many teachers agree that students should learn to speak the second language by interacting with others. Thus students need to master all the components of speaking. English teachers need to be creative in developing their teaching-learning processes to create a good atmosphere in order to improve their students’ speaking skills, give attention to the speaking components, and make the lessons more exciting. Student participation commonly is based on how the teacher encourages the students. This means that the teacher should use appropriate teaching-learning methods, conduct a well-organized program, and try to ensure that students enjoy their time in the classroom.

Based on the researchers’ experience as one of the English teachers at SMAN 1 Unggul Darul Imarah, there are many students who face problems with speaking, especially the second class (year 11) students. These are some problems that they commonly face:

1. They have limited vocabulary and poor pronunciation, so that they feel they cannot make good conversation.
2. They are afraid of making mistakes and feel shy to speak, because they fear they will be laughed at if they say something wrong. As Brown (2001) says that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of saying things that are wrong i.e. speaking incorrect English.
3. The students are not very interested and have low motivation to learn English.
4. The students get very limited time to practice their English in the classroom.

The general phenomena above need to be overcome by the teacher to help the students be successful in speaking. The minimum assessment score for speaking competency is 75, but 80% of the
students got a score less than that. Thus the teacher failed to reach the goal stated in the standard of competency.

There are several speaking techniques which have been developed to help students to enhance their ability in speaking. One of these is Numbered Heads Together (NHT). The researcher believes that it is a good and appropriate technique for teaching speaking.

NHT is a co-operative learning technique that holds each student accountable for learning the material in their group. It was first developed by Kagan in 1993 to involve more students in learning material which consist of a lesson and learning to know about the material given. This technique is suitable to be applied for teaching speaking in order to improve speaking skills among learners. The improvements in the speaking skills of the students include improvements in accuracy, i.e. grammar, vocabulary and pronunciation and also in fluency.

According to Kagan (2009), the NHT technique can solve several problems in learning, it forces each group to take responsibility for the learning of each of its members, it ensures that one student in the group does not do all the work while the others sit passively by, it prevents a few students from volunteering all the answers to the teacher's questions, and it guarantees that all students have an equal chance of being called on.

Some previous related studies of NHT have been done by other researchers. In a previous study conducted by Nur’ayni (2013), she concluded that NHT was suitable for teaching speaking classes to develop the speaking skills of learners. NHT could be applied by teachers in the teaching-learning process because the students became more active and serious, working together with their friends, discussing the answers and also were more motivated to study when the NHT technique was applied. In addition, in a study conducted by Anggraini (2011), she explained that NHT could improve the students’ speaking skills and the situation in the speaking class during the teaching learning process, because each student got an equal opportunity to practice speaking. It made them all active and serious, discussing their work together with their friends and focusing on the teacher’s explanations. A study conducted by Abdulloh (2012), showed that students who were taught using the NHT technique for teaching speaking had a significant improvement in their speaking ability.

Therefore, it can be said that the use of NHT in teaching-learning English can make the students more active and co-operative in
speaking. The impact of this can improve the motivation and achievements in speaking of the students.

Based on the researcher’s experience and for the reasons above, the researcher wanted to improve the students’ achievements in mastering speaking skills and also the quality of her own teaching performance. Therefore, the researcher conducted a classroom action research study on the implementation of the Numbered Heads Together (NHT) technique for teaching speaking with the second class (year 11) students at SMAN 1 Unggul Darul Imarah. The researcher collaborated with another English teacher at SMAN 1 Unggul Darul Imarah to do this study. The researcher and her observer made an action plan which consisted of planning, implementation, observations, analysis and reflection of the results of the study.

**Research Questions**

Based on the background above, this study concentrates on the following questions:

- Will the NHT technique be easy to implement for improving the speaking skills of second year students at SMAN 1 Unggul Darul Imarah?
- What will be the students’ achievements in speaking ESL following the implementation of the NHT technique with the second year students at SMAN 1 Unggul Darul Imarah?
- What will be the response of the second year students of SMAN 1 Unggul Darul Imarah to the use of the NHT technique for teaching-learning speaking ESL?

**Research Objectives**

From the previous background and formulation of the problem, the objectives of the research relate to the following aspects:

- To learn from the implementation of the NHT technique for improving the speaking skills of second year students at SMAN 1 Unggul Darul Imarah.
- To improve the achievements in speaking ESL of second year students at SMAN 1 Unggul Darul Imarah through the use of the NHT technique.
- To find out the responses of the second year students at SMAN 1 Unggul Darul Imarah toward the use of the NHT technique for teaching-learning speaking ESL.
LITERATURE REVIEW

An Overview of Speaking

Speaking is the most important skill to be learned when studying English EFL. Speaking English is an important skill that is often required to work in a company after graduation. The activity of speaking almost always involves more than one person in oral communication to give information, share ideas, express feelings, transfer knowledge and build social relationships in society. Rivers (1981) has stated that speaking can express ideas, communicate intentions and/or reactions to other persons and situations, and influence other people.

According to Nunan (1999), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally. Thus, both the speaker and the listener contribute to the speaking process.

The Functions of Speaking

According to Brown and Yule (1983), there are three language functions in speaking; they are the interactional function, the transactional function and performance.

Speaking as an Interaction

Speaking as an interaction means that the purpose of speaking itself is a tool of communication between two or more people to maintain the social relationship between them (Brown, 2003). The focus of this function is building a relationship between people by speaking. This is what friends and families do when they speak together.

Speaking as a Transaction

According to Brown (2003) the transactional function is the main purpose of speaking. For this, the speaker must be clear and easy to understand in his/her speaking because the transactional function is more focused on the delivering of messages from the speaker to the listener than building social relationships. This means that in order to get the best understanding, without any misunderstandings, while the speaker tries to transfer the message to the listener, the listener should understand the message. In short, both the speaker and the listener should be able to encode and decode the meaning of the message: This
what supervisors and their workers do and what teachers and their students do.

To see the differences between talk as interaction and transaction, it is important to see the main features of speaking as transaction. Speaking as transaction primarily has an information focus. It focuses on the message not on the participant. There may be frequent questions, repetitions, comprehension checks, negotiations and digressions. While the speakers are talking to get some information or obtaining goods or services, they employ a range of skills such as explaining a need or intention; asking questions, seeking clarifications, opinions and/or making suggestions (Richards, 2008).

**Speaking as a Performance**

The last type of speaking function is speaking as a performance. This refers to public speaking to share information. Audiences are part of this talk. This form of speaking tends to be more like written language than conversation language since it has a recognizable format which is more often like a monologue than a dialogue.

**The Elements of Speaking**

**Participants**

According to Verderber, et al. (2008) participants are people who take part in an interaction. They play the roles of the speakers or senders and the listeners or receivers of the messages during the interaction process. As the senders, they must be able to organize their sentences to be as easy to understand as possible while sending them to the receivers, to give clear images to the receivers based on the context of the interaction, to understand how to deliver a message also using non-verbal language during the interaction process. The latter can make the messages easier to understand by the receivers.

**Messages**

Messages are the verbal expressions, visual images, and non-verbal behavior that can be interpreted in order to understand the meaning during communication (Verderber, et al., ibid). In communication, the message is the primary aspect between the speaker and the listener. The message is the object which is intended to be delivered to the listener(s). Simply, it can be defined as some words that transfer meaning from one person to another.
**Context**

Context in communication is very influential during delivering a message from the speaker. It can make the interaction between speakers and listeners more effective. Place, situation and time are parts of the context of speaking, for example, the way someone speaks to her own family will be different from how she speaks amongst her friends, and someone speaking in an academic area will speak differently from someone speaking in a non-academic area.

**Channels**

The routes of the message for the transportation of meaning are called channels. Sensory channels support the delivery of the meaning of a message to the listener(s).

**Interference (noise)**

The communication process is not always effective with any troubles. Noise is anything that hinders the process of sharing the idea(s) or communication process. It can be external or internal to the participants. Successful communication depends on how well the participants cope with external, internal and semantic interferences (Hybels, 2004). External interference includes sights, sounds and other environmental stimuli that can distract people’s attention from the intended message. Internal interference is any kind of internal noise based on thoughts and feelings that can disturb the communication process. Semantic interference is the unintended meaning caused by certain verbal symbols e.g. homonyms or contronyms that could inhibit the accuracy of decoding.

**Feedback**

In communication, after the speaker encodes and sends the message, the receiver(s) then have to try to decode the meaning of the message. Usually they will then make some kind of verbal or non-verbal response. These responses are called feedback. According to Nunan (2005) the purpose of feedback is to tell the sender or speaker whether the message has been heard, seen or understood. Feedback can be done with words or non-verbal language, body movements and emotions. If the listeners cannot catch the meaning of the whole message they should indicate so and the speaker should repeat the message until the receivers/listeners can interpret the meaning of the message.
Teaching Speaking

There are at least five components of speaking that the teacher should be concerned with in teaching speaking; they are comprehension, grammar, vocabulary, pronunciation and fluency.

Comprehension

Hearing or listening to language is not enough in teaching-learning a language, comprehension of what is said is more important. According to Hornby (2009) comprehension is the ability to understand or an exercise that trains the students to understand language or the act or capacity for understanding.

Grammar

Every language in the world has its own rules. The rules of grammar in the language help the speaker or writer to convey meaning. For example in speaking, students need to be able to make each sentence correct grammatically. Harmer (2001) says that when a sentence is organized grammatically the listener can easily get the message from the speaker. Students must learn the ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones.

Vocabulary

Vocabulary is a list of words, each with its own meaning, usually arranged in a book called a dictionary for learning a language. Vocabulary is one of the most important parts in a language as words are the smallest meaningful parts of the human communication tool-kit; also using acceptable collocations is an important part of vocabulary.

Pronunciation

Pronunciation is the way that people produce oral language when they speak. Hornby (2009) defines (good) pronunciation as the way in which a particular word or sound is spoken. Moreover, enunciation is one of the most important aspects of language, because good enunciation will ensure clear, correct and careful pronunciation and hence good comprehension. In order to get good pronunciation, students need to practice their language with partners, listen to native speakers speaking especially on CDs and the internet and open a good overseas dictionary to find the right pronunciation or ask their teacher what is the correct pronunciation of a word or a sentence.
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**Fluency**

Fluency is the common goal of students in speaking in any language. According to Brown (2000) 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 her head before expressing the message.

**The Numbered Heads Together (NHT) Technique**

The Numbered Heads Together technique is a co-operative learning method which was developed by Kagan in 1993. This technique urges students to solve the given problems or questions in a group and to share what they already know with others.

Richards and Rodgers (2001) have said that there are four key elements of NHT, viz: positive interdependence, group formation, individual accountability and social skills. These are explained below:

**Positive Interdependence**

This appears when each member of the group is aware that helping one member will give a good effect to all members in the group. Thus, they have to be helpful and support each other for their own good because the score of the group is the accumulation of the results from each member of the group.

**Group Formation**

This factor is one of the most important among other elements to create positive interdependence in the group. Richards and Rodgers (ibid) state that there are some factors involved in setting up the groups. These are:

a. The size of the group. One group usually consists of four to six students.

b. The formation of the groups. Consider the level of difficulty of the tasks, the age of the group members and the limitations of time for the lesson in forming the groups.

c. The composition of the group members. The members of each group can be based on the teacher’s choice or the students’ choice. In particular it is acceptable if the members of the group are chosen randomly and it is recommended to create heterogeneous groups which have students with various levels of achievement, mixed ethnicity and, if acceptable, mixed gender.
d. The role of the students in each group is one aspect that the teacher needs to pay attention too. Each group selects one of its members to be the chairperson or summarizer of the group.

**Individual Accountability**

This is about individual performance. For example, the teacher can call any student at random to share their group’s ideas or to answer a question.

**Social Skills**

These establish the way that the students interact and share their ideas with each other as teammates.

**The Use of the NHT Technique in Teaching Speaking**

According to Cruikshank (2009) there are four features which are found in all cooperative learning method including the Numbered Heads Together (NHT) technique.

The first feature is how the group is made up. When dividing the class into groups the teacher should try to get groups which are heterogeneous for academic ability, ethnicity and gender. This is to get students to work together in evenly matched teams with the result that all students can improve their speaking skills together. Moreover, heterogeneity in each group will ensure development of personality and social skills.

The second feature is in choosing the task to be discussed by the students. Choosing the task highly influences the effectiveness of co-operative learning. It must be suitable for the abilities of the specific students. When giving the task, all members of each group are asked to master the given material. If they find some problems while discussing the task, the student(s) who understands must explain the material to the others.

The third feature is the rules of behavior of the group. This mainly concerns the individual responsibility which must be considered. However, the objective of co-operative learning is not only to focus to make each student understand the material but also to build the abilities within the group and to trust the leader of the group.

The fourth feature is the motivation and the reward system. The students’ motivation appears because there is an opportunity to understand new material. Meanwhile, the reward system will grow to make the students’ motivation stronger and stronger. Through the
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reward system the students will be more motivated to understand the material. In this case, the reward may not be a small gift but also praise known as a “praise” reward.

According to Trianto (2009) NHT is a technique where the aim is to involve the learners in the teaching-learning process as much as can be. The students are all required to be involved in all phases of the NHT. Kagan (2009) has said that there are four basic phases in teaching speaking by using NHT, they are: numbering, asking the question, heading together and answering.

The table that follows describes how the phases in NHT are applied and the teaching procedures used in teaching speaking using the NHT technique.

**Table 1. Phases and activities in teaching speaking using NHT.**

<table>
<thead>
<tr>
<th>Phases</th>
<th>Teacher and Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Phase:</strong></td>
<td></td>
</tr>
<tr>
<td>Numbering</td>
<td>The teacher divides the students into groups, of 3 to 6 but usually 4 students. Then, each member of each group is given a number from one to six.</td>
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<tr>
<td><strong>Second Phase:</strong></td>
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<tr>
<td>Asking the Question</td>
<td>The teacher asks the students questions. Each question can be specific using an interrogative sentence or general based on the purpose of the teaching-learning process.</td>
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<tr>
<td><strong>Third Phase:</strong></td>
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<tr>
<td>Thinking Together</td>
<td>This is the discussion period. All the groups are given the same amount of time to discuss the answer to each question. The discussions must be in English! The time given must be short; although time is limited every student must be given a turn to join in the discussions.</td>
</tr>
<tr>
<td><strong>Fourth Phase:</strong></td>
<td></td>
</tr>
<tr>
<td>Answering</td>
<td>After giving all students time to discuss the question(s), the teacher calls a student (choosing at random, but trying to select students with lower proficiency) or it can be done by calling a number at random. Then, the student who gets called to answer must stand up and answer the question bravely to the class.</td>
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**The Advantages of the NHT Technique**

This technique promotes discussion both individual and in a group. It is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of the material.

Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another. The advantages of NHT are:
1. Positive interdependence. The students are able to learn from each other. They must work together to ensure that there is one product of their learning. They must check that all in the group understands the group answer and can answer the question.

2. Individual accountability. Students are accountable to each other for sharing ideas. Each student may also be required to share their partner’s ideas to another pair or whole group. Every student must be able to give the group response to the question.

3. Equal participation. Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate so the teacher must check this does not happen.

4. Simultaneous interaction. High degrees of interaction at any one moment all the students will be actively engaged in purposeful speaking and listening.

5. Multilevel. This kind of learning can be used at any level, but of course the material given has to be adjusted.

The Disadvantages of the NHT Technique

Some disadvantages of the NHT are:

1. Smart, extroverted students can tend to dominate so this can make weak, introverted students adopt an inferior passive attitude.

2. The discussion process cannot go smoothly if some students just copy the work of the smart students without having an adequate understanding.

3. If the groups are homogenous NHT will be unfair for groups of weak students.

4. The likelihood that some numbers are called and called again by the teacher. That means not all members of the group have an equal chance to be called by the teacher which the teacher can easily avoid by calling students from a random number list.

RESEARCH METHOD

The design for this research used a collaborative Classroom Action Research (CAR) process in which the teachers investigated their own teaching-learning processes so as to improve their own teaching and their students’ learning. The researcher was assisted by an observer in implementing this research. The researcher and the observer shared and arranged the planning of the action from the beginning until the end of the research. Thus the planning, implementation, observations of
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actions, analysis and reflections on the result of the observations were done together.

**Setting and Subject of Study**

This study was conducted at SMAN 1 Unggul Darul Imarah located on Jl. Soekarno-Hatta at Km. 3 in Lampeuneurut village, Aceh Besar. The subjects of this study were the students in Class XI, IPA-1 in the 2014/2015 academic year. The researcher was the English teacher who taught this class at SMAN 1 Unggul Darul Imarah.

**Research Instruments**

The instruments which were used to collect the data for this research consisted of tests, observation sheets and a questionnaire. Tests were used to gather information about the achievements of the students and their improvement in speaking skills before and after the NHT technique was implemented. The observation sheets were used to check the activities of both the teacher/researcher and the students during the teaching-learning processes for learning speaking skills. And the questionnaire was used to get the responses of the students towards the implementation of the NHT technique for learning speaking and also their suggestions for improving the performance of the researcher.

**FINDINGS AND DISCUSSIONS**

In this section, there are three points that need to be discussed. The discussions cover the research questions set out earlier in the Introduction.

**Implementation of the NHT Technique for Improving the Speaking Skills of the Students**

The researcher implemented NHT by referring to the procedures for the implementation of NHT. The Implementation technique has four stages for teaching-learning speaking English, viz: numbering, asking questions, heads together and answering the question.

In the first stage, numbering, the researcher divided all the students in the class into groups; each group consisted of four or five students. Then, each member of each group was given a number, numbering from one to five.

In the second stage, asking the questions; the researcher asked her students some questions. Each question was a specific one using an
interrogative sentence or a general one based on the purpose of the teaching-learning session. The third stage heads together; was the discussion time. The students are given some time to discuss IN ENGLISH the answer to each question in their groups. Although the time given is short each students must get an opportunity to speak. And the last phase is answering; after giving all the students time to discuss the topic, the researcher calls one student (asking randomly, but trying to call the students with low proficiency) or calls a class number at random. Then, the student whose number is called must stand up and answer the question to the teacher.

The researcher implemented the NHT for teaching speaking for four meetings in two cycles. The teaching-learning activities based on the procedure had three phases: (1) pre-activities (2) while-activities (3) post-activities.

In pre-activities, the researcher and the observer entered the class and greeted the students. The researcher used apperception to open the teaching-learning processes and to attract the attention of the students to the learning processes. Then, the researcher checked the attendance list. Also, the researcher opened the lesson by teaching the class some song lyrics plus the messages in those songs. Then, the researcher explained to the students the steps or procedures in the NHT technique. After that the researcher gave the students a chance to ask questions related to the explanations about NHT.

In the while-activities, the study included the following activities: Firstly, the researcher gave the class the topic and explained the material for the topic. Secondly, the researcher divided the students into groups; each group consisting of four or five students and each member of each group was given a number, numbering from 1 to 5. Thirdly, the researcher gave the class some questions related to the material. The questions should be specific questions in order to check some aspects of the group such as togetherness, team work, their knowledge background. This was purposely done to help the students to find the answers to every question given by the teacher. Fourthly, the researcher gave the students time to discuss answers to each problem or question given by the researcher to the groups. During this phase, the researcher moved from one group to another systematically monitoring their interactions. She helped when the students did not understand the tasks or when there were problems in working together. During this phase, the researcher found that the students learnt better compared to learning individually. By the implementation of the NHT, the students were
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made more aware that they sink or swim together. The researcher also found that the level of activity of the students working co-operatively in each group varied from one group to another, hence some groups were more active in helping and encouraging their group members. Fifthly, students were chosen to answer each question. The researcher pointed to students at random to answer for their group. The answer given by each student was based on the discussions in that group.

The last activities were the post-activities. The researcher evaluated the success of each student and how the group process worked and how well each group functioned. This was done by calling some students by number to answer.

The Improvement of the Researcher’s Performance and the Students’ Activities in the Teaching-Learning Process

The improvement of the researcher’s performance in teaching speaking was based on the results from the observation checklist of the researcher. These activities showed that her performance in the first cycle was 69% (good enough criteria) and increased during the second cycle to be 96% (very good criteria), while the criteria of success stated for the researcher’s performance was 80 % (surpassed the success criteria).

The result of the researcher’s performance sheet in the first and second cycle can be seen in the chart below:

![Figure 1. Chart of the teacher’s performance.](chart)

Another factor which was measured was the participation of the students during the teaching-learning process. This was based on the results recorded on the observation sheets concerning the activities of
the students. The result showed that participation in the first cycle was 67% (in the enough criteria). A great improvement in the participation of the students was seen in the second cycle that reached 98% which is in the very good criteria, indicating that the teaching-learning had surpassed the baseline for success: This showed that the implementation of the NHT technique had successfully improved the participation of the students in class. The results from the observations of the students’ in the first and the second cycles are shown in the figure below:

![Figure 2. Participation of students.](image)

**Speaking Skills of Students after Implementation of the NHT technique**

After implementing the NHT technique, the students got good results in their speaking tests. This can be seen from the results. The result from the pre-test was 60. This was not a good score for a speaking skills test. This result did not meet the criterion for success which has been set at 75. After the researcher applied the NHT technique in cycle 1 of teaching speaking skills, the average result increased to 67, still not meeting the success criteria. However a great improvement happened in the second cycle where the NHT technique resulted in the average score in the post-test reaching 82; an increase of 15 points. Based on these results, the use of the NHT technique was effective in improving the speaking skills of the students.

The result of the students’ achievements in the pre-tests, the post-tests after cycle 1 and the post-tests after cycle 2 are shown in the chart below:
Responses of Students to Implementation of the NHT Technique

The response from students can be seen as one of the considerations to claim that the use of the NHT technique was successful or not. Based on this, the researcher gave the students a questionnaire with 13 items. The items were divided into five factors: (1) studying happily; (2) being helpful in learning to speak English; (3) being motivated to finish tasks; (4) being respected and daring to give opinions and (5) working together with friends.

Based on the results from the questionnaire it was found that the mean score for each of the various items was as follows:
1. Studying happily = 2.96 (Criteria agree)
2. Easy to comprehend the lesson = 3.03 (Criteria agree)
3. Become motivated in finishing the task = 2.93 (Criteria agree)
4. Respected and dare to give an opinion = 3 (Criteria agree)
5. Working together with friends = 3.12 (Criteria agree)

Generally, the overall mean score of the students’ perception toward the implementation of the NHT technique in the speaking class was 3.01 which is in the criteria “agree”. This means that the students responded positively to the implementation of the NHT technique.
CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results from this research, some conclusions are drawn as answers to the research questions viz:

(1) Before implementing the NHT technique, the researcher and the observer made preparations covering the lesson plan, the teaching materials, the strategies and the instruments. The NHT technique provided opportunities for each student to practice speaking English and motivated them to speak and to build their self-esteem because they had to work cooperatively within their groups as members. In conclusion the NHT technique was easy to implement.

(2) The monitoring of the process of teaching-learning using the NHT technique helped the teacher to see the difficulties and achievements of each student in developing their speaking skills. Then, from the evaluation of the product, the teacher can see the achievement of each student through each student’s performances within their group and through presenting the ideas of the group to the class and through the results from the post-tests. In conclusion the use of NHT improved the speaking skills in ESL of the students.

(3) After implementing the NHT technique, the students had positive responses toward the use of NHT in their speaking class. Based on the analysis of the data from the questionnaire, this technique helped them to study happily together, comprehend the lesson and motivated them. They also developed respect for each other and learnt to do activities like speaking in front of the class.

Suggestions

After these conclusions, the researcher would like to make some suggestions. It was proved that the implementation of the NHT technique in a speaking class was a good technique for teaching-learning speaking skills. The students improved their speaking and their participation in learning. Besides that, the researcher as an English teacher could improve the quality of her teaching by implementing this technique.

Based on the facts above, the researcher has some suggestions as follows:

(1) English teachers should use the NHT technique as one of the techniques for teaching speaking in order to overcome some of the problems encountered in the teaching-learning process for speaking
classes. Moreover, this technique is designed to help students to respect each other and to dare to speak about their feelings and ideas in front of the class i.e. in public.

(2) It is suggested that other researches can conduct further studies with various types of interesting topics in order to find out further strengths and weaknesses of the NHT technique.

(3) Finally, it is suggested that teachers who are interested in conducting similar research examine and deepen language learning through CAR.

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