

## CHAPTER I

### INTRODUCTION

In this chapter the writer would like to present Background of the Research, Statement of the Research Problem, Objective of the Research, Significance of the Research, Scope and Limitation of the Research, and Definition of Terms.

#### 1.1 Background of the Study

In Indonesia, English is the first foreign language taught at school and it is considered as an important subject for students with which they can acquire knowledge, and develop technology, art, and culture. Based on the school curriculum, English is a subject consisting of four skills, such as listening, speaking, reading, and writing. Moreover, there are some elements of English that should be taught to support these four skill, namely: grammar, vocabulary, and pronunciation.

Language learners need to master the said four (4) skills. For speaking, there are standard competencies for students, namely: (1) expressing meaning in very simple conversation to do with surrounding environment, (2) expressing meaning in spoken function text and very simple monolog in the form descriptive and recount to do interaction with surrounding environment (Eleonor, 1999) Nowadays, people believe that if the goal of English course is truly to enable students to communicate in English, then speaking should be taught and practiced. Speaking is so fundamental for human communication. We spend more time to speak than to read and to write. Therefore, in teaching English, speaking should be given more emphasis. (Wendy, 2007)

Based on the writer's experience when joining the outreach program of students of the English Education Study Program at SMK Negeri Kobalima Timur Malaka, the writer found out that many students are unable to speak English. It is concluded that there are some problems that hinder students to speak. Perhaps they have only some words which can not help expressing some information. Next, maybe, they are afraid to make mistakes in pronuciation or structure. They can not construct sentence, in English



when speaking. Based on these the writer intends to do classroom Action Research (CAR) by using Numberd Heads Together technique.

Number Heads Together (NHT) is one of the techniques in cooperative learning. According to Jolliffe (2007) “cooperative learning” requires pupils to work together in small groups to support each other to improve their own learning and that of others. However, it is not quite so simple, because there might be some hard arguments in speaking, which learners can not producer. In another words, cooperative learning involves a group of students working to help the group members to understand the material about and to speak about it.

Then, number heads consists groups and each group consiststing of four students. The rules of number heads together are, (1) teacher will divide, the class into several groups of four students in each group. (2) teacher asks a question based on the text. (3) students in each group put their heads together and discuss for the answer, and (4) teacher calls number randomly. The student with that number speaks out their group’ s answer. This activity concerns the practice speaking in groups. Also it trains the student to socialize and help one another.

Aimed with all these, the writer would like to conduct the research entitled “The Use of Number Heads Together Technique to Improve Speaking Skill of Eleventh Grade Students of SMK Negeri Kobalima Timur Malaka in the school year 2020/2021” .

## **1.2 Research Problems**

Based on the background of the research, the research questions can be formulated as follows:

1. Is the Number Heads Together (NHT) technique effective to improve speaking skill of SMK Kobalima Timur students?
2. What is the speaking skill level of the SMK Kobalima Timur students after being taught using Number Heads Together technique?

### **1.3 Objectives of the Study**

Based on the research problems, the objectives of the study are:

1. To find out whether or not the number heads together technique effective to improve speaking skill of SMK Kotalima Timur students.
2. To find out the speaking skill level of SMK Kotalima Timur students after being taught using number heads together technique.

### **1.4 Significance of the Study**

The study has some contributions in the following aspects:

#### **1. Theoretically contribution**

The result of the study is expected to enrich the number of studies about teaching strategies.

#### **2. Pedagogical Contribution**

The result of the study can be an input for the teacher of English at the researched school about the strategy to teach speaking to students.

#### **3. Practically**

The research can be used to enrich the writer's knowledge on teaching speaking skill using number heads together techniques.

