CHAPTER I
INTRODUCTION

A. Background of the Study

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally.

According to Chaney (1998:3), “speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching.” It means students should be able to communicate with the others to get or to share information and/or to express what they feel.

The goal of communicative competence is to make the students to speak up. Because speaking is very difficult to master, so it is very important to introduce English as a second language to the students since they in kinergarden. In teaching speaking skill, teacher is giving instruction to their students in order to communication. “Speaking is not merely speaking but it is
more than talking, therefore, language leaners should be able to use their thought and sensitivy”, (Oxford Advanced Leaner’s Dictionary, 2003:414 & 443). “The classroom activity that is suitable used in teaching speaking has to make students to talk to each other in pairs or groups. They should more active to stimulate discussion and information trading transaction. Such activities may include role playing, games, problem-solving, songs, and discussion”, (Fauziati, 2002:127).

In SMP Negeri 2 Gatak, where the research was taken, the students are faced some problems in learning English speaking skill. The common problems faced by students are difficulty to pronounce words, the students consider that learning English is very difficult, they often speak their Javanese language, they easily bored and lazy to learn, they also had difficult in understanding the material given by the teacher, they have less confidence and often be shy and just keep silent during the teaching learning process, because students are not familiar with English and it is totally different from Indonesian.

Another difficulty is that the students are lack of English vocabulary because they are passive users of English. They only use English in English class. It is also very often that in the English class they do not use English as the main language. Moreover, they are unwilling to open their dictionary. They prefer asking to their teacher or friends to finding the words in dictionary. In fact, the teacher has ordered them to bring it. Therefore, the teacher should to have an appropriate technique in teaching speaking skill in
order to make students more active in learning English speaking skill. One of the suitable technique is numbered Heads.

Numbered Heads is a cooperative learning technique that promotes students to better learning English, improves student’s motivation, increase enjoyment and English material more easy to understand because students will be given many questions related to the material by the teacher. Besides that, this technique focuses on team-works that can build students ability to communicate and share their idea or ask questions to the teacher.

Learning English through numbered heads technique is interesting and lessen the student’s freedom. They also can be more active and creative during the teaching learning process because they works in team and they always have to prepare opinion or answer the question related to the topic or answer question from the researcher. When the teacher gives a question on instruction, they are invited to think about the answer because it is possible for them to answer the question.

Because of the fact, it can be predicated that numbered heads can make students more active in learning English speaking skill. Numbered Heads is fun and motivated, students get a chance to develop their opinions and it is useful to extend students knowledge, so it can motivated the students in learning English speaking skill.

By applying this approach, the teacher hope that the students are able to speak English well in the end. As second language, it needs a long time to master it. Therefore, it is not surprising that the students could not
communicative well in English. Based on those conditions, in this research, the reason why the writer purposes Numbered Heads Together. Therefore, based on the explanation above, the writer decides to do a study entitled *TEACHING SPEAKING SKILL USING NUMBERED HEADS TOGETHER TO 8TH GRADE STUDENT IN SMP NEGERI 2 GATAK 2001/2012*.

**B. Limitation of the Study**

In conducting this research, the writer limits the problem that is going to be discussed. This research deals with the implementation of Numbered Heads can motivated students in learning English speaking skill of the 8th grade students of *SMP NEGERI 2 GATAK*.

**C. Problem Statement**

Based on the background of the study above, research problem on this research can be formulated as follows:

1. How is the process of teaching English using Numbered Head Together in *SMP Negeri 2 Gatak*?
2. What are the problems faced by the students?
3. What are the strength and weakness of the technique?

**D. Objective of the Research**

Based on the problem statement above, the general objective of the study is to make students more active in learning English speaking skill, specifically it aims to:

1. To describe the situation when numbered heads are implemented in speaking class.
2. To describe the problem faced by the students.

3. To describe the strength and weakness of the technique.

E. Benefit of the Research

There are two kinds of advantages, namely theoretical and practical benefits. The expected result of the study both theoretical and practical are as follows:

1. Theoretical benefit
   a. The result can be used as the reference for those who want to conduct a research in Teaching English using Numbered Heads Together.
   b. The study can give a broader point of view for teacher in teaching English.

2. Practical benefit
   a. The study can help the students’ to find the easy way of learning English.
   b. The study can help the teacher teach better way of teaching speaking skill using Numbered Heads Together.
   c. The result can be useful for English teacher in giving addition input of teaching learning process of speaking.

F. Research Paper Organization

The writer divides this research paper into five chapters in order to make easy understanding this paper. They are as follows:

Chapter I is introduction. It covers of background of the study, problem statement, objective of the research, benefit of the research,
limitation of the study and research paper organization.

Chapter II presents review of related literature notion of speaking, component of speaking, factor affecting of speaking, notion of numbered heads together, procedure of numbered heads together and strength and weakness of numbered heads together.

Chapter III is research method. It delivers the type of research, object of the research, subject of the research, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion. The research finding elaborates the process of teaching speaking using numbered heads together, the problem faced by the students and the strength and weakness of the method.

Chapter V is conclusion and suggestion of the research.