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THE DIFFERENCE OF NUMBERED HEADS TOGETHER AND COMMUNITY LANGUAGE LEARNING METHOD ON THE STUDENTS' ABILITY TO BUILD UP DIRECT AND INDIRECT SPEECH

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1. Introduction

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. Even worst, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves¹. English as an international language plays important role in every side of the world. Therefore, we have to competent in English to get the achievement in the world competition that needed a loyal.

In Indonesia, English is taught as a foreign language. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communications of daily lives; they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. In Indonesia, English is learned only at schools and people do not speak the language in the society; English is really a foreign language for language learners in Indonesia.

Whether people learn English as a second language or a foreign language, they are learning a target language. Each language is unique and each has its own system. A language is always different from others eventhough the language may be similar to some languages. The

¹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 1

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differences between the target language and the mother tongue may be in the realm of grammar, phonology, vocabulary, etc. Differences in each realm may be different problems in learning another language. The more different the target language is from the mother tongue, the more problems language learners may face in learning the target language.

Direct and indirect speech is a kind of grammar. It talks about how to alter direct speech (a speech directly spoken by the speaker) into indirect speech (a speech spoken by the speaker which is reported by someone else (listener)). Direct and indirect speech is one of the important grammars taught in classroom. It means that the students are expected to be able to master this grammar well because mastering this can functionally help them to construct some sentences in term of direct and indirect speech. The studies about it can be reached in grammar teaching.

According to Syaiful Bahri Djamarah and Aswan Zain in their book “Strategi Belajar Mengajar”, there are seven major of educational components which has important role to achieve good result in studying teaching process, namely the aims, materials, teaching-learning activities, method, tool, source and evaluation².

Method is one of the most important factors in language teaching. Method is a very important element in managing students in classroom because the method of teaching can influence the result of teaching. Method plays important roles in guiding students to gain their objectives in learning. That is why teacher should use effective method for teaching material, in this case, grammar. Fortunately, there are many methods that can be used in teaching learning process, namely grammar translation method, direct method, cooperative learning method, community language learning method, etc.

Cooperative and community language learning, two of the mentioned methods above are very useful in grammar teaching. Cooperative learning method is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal, students work together to learn and are responsible for their teammates’ learning as well as their own. Cooperative learning has nine methods, namely learning together and alone and constructive controversy, Teams Games-Tournament (TGT), Group Investigation (GI), jigsaw

² Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta, 1996), p. 48

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procedure, Student Teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC) and cooperative learning structure. Numbered Heads Together is one of cooperative learning structure methods.

The structure of Numbered Heads Together is a cooperative learning method that holds each student accountable for learning the material. Students are placed in groups and each person is given a number. The teacher poses a question and students “put their heads together” to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group³.

Community Language Learning is the name of a method introduced and developed by Charles A. Curran and his associates. This methodology is not based on the usual methods by which languages are taught. Rather the method is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Counseling is one person giving advice, assistance, and support to another person who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher as counselor and the learners as clients in the language classroom. Consequently, the learner is not thought of as a student but as a client⁴.

Based on the explanation above, this research is very important to be researched. The students will not understand about direct and indirect speech if the teacher cannot choose the appropriate method in teaching this topic. Therefore, the writer is interested in conducting a research with the title “The Difference of Numbered Heads Together and Community Language Learning Method on The Students’ Ability to Build up Direct and Indirect Speech”.

Based on the background of study, the problems can be identified as follows:

- a. How is the students’ ability to build up direct and indirect speech who taught by using Numbered Heads Together Method?
- b. How is the students’ ability to build up direct and indirect speech who taught by using Community Language Learning method?

³ *Numbered Heads Together Method*, <http://teachervision.fen.com/group-work/cooperative-learning/48538.html>.

⁴ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (USA: Cambridge University Press, 2002), p. 90

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- c. Is there any significant difference of the students' ability to build up direct and indirect speech who taught by Numbered Heads Together and Community Language Learning method?

2. The Theoretical Framework

Azar says that reported speech refers to reproducing the idea of another person's words⁵. Besides that, Thomson and Martinet says that in reported speech the reporter gives the exact meaning of a remark or a speech without necessarily using the speaker's exact words⁶. Another definition by Chalker and Weiner, reported speech is a way of reporting what someone has said, using an introductory reporting verb and a subordinate clause⁷.

Based on the explanation above, the writer concludes that reported speech is any of the ways in which a speaker or writer reports what someone else has said.

According to Wren and Martin, there are two ways in reporting the words of speaker⁸:

1. Quoting his actual words which is called direct speech
2. Reporting what he said without quoting his exact words which is called indirect or reported speech.

These are the examples:

Speaker : Ann: I am hungry
Direct Speech : Ann said, "I am hungry."
Indirect Speech : Ann said that she was hungry.

Direct or quoted speech refers to report what someone has said, retaining the original pronouns and verb forms⁹. Douglas Biber says quoted speech is a reporting where the speaker

⁵ Betty Schramper Azar, *Fundamental of English Grammar*, (London: Prentice Hall Inc, 1992), p. 366

⁶ A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (Hogkong: Oxford University Press, 1986), p. 269

⁷ Sylvia Chalker and Edmund Weiner, *English Grammar*, (New York: Oxford University Press, 1994), p. 202

⁸ Wren and Martin, *High School English Grammar and Composition*, (_____: N. D. V. Prasada Rao, 1990), p. 275

⁹ Martin Parrot, *Grammar for English Language Teachers*, (United Kingdom: Cambridge University Press, 2004) p. 223

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gives an apparently verbatim report of what someone said¹⁰. So, quoted speech reproduce another person's exact words which are quotation marks are used. These are the guidelines to report exactly what speaker says¹¹:

1. Use double quotation marks (“ ”) around a speaker's exact words whether part of sentence, a whole sentence, or more than one sentence.
2. When reporting a dialogue, as in telling a story, begin a new speaker's words in a new paragraph.
3. Use a reporting verb, such as say (said) for statements and ask (asked) for question.

Remember that the following verbs are use as the first past verb to report past events¹²:

Asked	knew	said
Believed	remembered	thought
Forgot	reported	told

4. When the quotation following the reporting verb is a complete sentence, put the end punctuation inside the quotation marks and use a capital letter to start the quotation. E.g. her husband declared, “We are lost.”
5. When the quotation comes at the end of the sentence, it is most common to use a comma after the reporting verb and before the quotation marks, as in the example in item 4.
6. When the quotation comes at the beginning of the sentence, use a comma, not a period-to end a statement. E.g. “We are lost,” her husband declared.

Unlike direct speech, indirect speech conveys a report of what has been said or written, but does so in the words of a subsequent reporter¹³. Indirect speech does not use the exact words of a speaker.

Direct speech : She said, “They know my family.”

Indirect speech : She said that they knew her family.

¹⁰ Douglas Biber at. al, *Longman Grammar of Spoken and Written English*, (China: Pearson Education Ltd, 1999), p. 1118

¹¹ Ann Raimes, *Grammar Troublespot; A Guide for Student Writers*, (USA: Cambridge University Press, 2004), p. 156-157

¹² Pamela J. Sharpe, *How to Prepare for the TOEFL Test; Test of English as a Foreign Language*, (New York: Barron's Educational Series Inc, 2001), p. 253

¹³ Sidney Greenbaum and Randolph Quirk, *A Student's Grammar of the English Language*, (England: Longman, 2003), p. 297

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There are two kinds of indirect speech which will be explained in this paper, namely statement and request type. Both statement and request type have two kinds of sentence, namely positive and negative.

3. Numbered Heads Together Method

Numbered Heads Together, one of cooperative learning methods, is basically a variant of group discussion; the twist is having only one student represent the group but informing the group in advance whom its representative will be. That twist insures total involvement of all the students¹⁴. The structure of numbered heads together is derived from the work of Spencer Kagan.

The Procedures of Numbered Heads Together Method

As stated earlier, language teaching which is presented through numbered heads together method shows how to get knowledge in groups. The following procedures are taken from www.eazhull.org¹⁵:

- a. The teacher numbers off the students in each group up to four. If one group is smaller than the others have no. 3 answers for no. 4 as well. On a team of five, team members 4 and 5 both answer when number 4 is called.
- b. The teacher explains the topic generally.
- c. The teacher asks the students a question or sets a problem to solve. It must be stressed that everyone in the group must be able to participate and answer the question.
- d. The students work together. They quite literally “put their heads together” in order to solve the problem and also ensure that everyone in the group can answer the question.
- e. The teacher now asks for an answer by calling a number
- f. The students with the number called then take it in turns to answer.
- g. If there are not enough students ready to respond, the teacher may judge that a little more time is needed or extra support given.

¹⁴ Robert E. Slavin, *Cooperative Learning*, (Massachusetts: Allyn & Bacon, 1990), p. 132

¹⁵ http://www.eazhull.org.uk/nlc/numbered_heads.htm

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h. When the teacher is satisfied answers can be taken, there are a number of choices; select one student, select one but ask others to elaborate comment etc, ask different students to give a particular part of the answer.

4. Community Language Learning Method

Community Language Learning (CLL) is the name of a method introduced and developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University in Chicago. It is no doubt that this method has been inspired by the application of psychological counseling techniques to learning, which is called Counseling-Learning. Community language learning represents the use of Counseling-Learning theory to teach foreign languages.

The Procedures of Community Language Learning Method

The simple procedure of Community Language Learning method can be presented as follows¹⁶:

- a. The clients (students) sit in a circle so that everyone has visual contact with one another and everyone is within easy to listen what their friends said
- b. The knower explain the topic generally
- c. A volunteer student initiates conversation with other students related to the topic by giving a message in their mother tongue
- d. The knower goes and stand behind the student, whispers an equivalent translation of the message in the target language
- e. The student repeats the message that has been translated into the target language and write it in a piece of paper
- f. Each student in the group has a chance to express his/her message and write it
- g. The papers are read at intervals
- h. Each student repeats his message in the target language
- i. The knower chooses sentences to write on the blackboard that highlight about grammar
- j. The students may ask questions about any of the elements discussed

¹⁶ Ag. Bambang Setiyadi, *loc. cit.*, p. 107-108

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- k. The knower encourages the students to copy sentences from the blackboard including the translation in their mother tongue. The copy becomes their textbook for home study.

5. Finding and Discussion

The data of students' ability to build up direct and indirect speech is taken from the result of the test which was given to 50 students; 25 students from XA as an experimental class and 25 students from XB as a control class. This is the score which shows the result of test for experimental class (XA) which taught by using Numbered Heads Together method and control class (XB) which taught by using Community Language Learning method:

The Score of the Students' Ability to Build up Direct and Indirect Speech in Experimental and Control Class

No	Experimental Class (Numbered Heads Together Method)	Control Class (Community Language Learning Method)
1.	50	65
2.	85	35
3.	55	50
4.	90	75
5.	65	95
6.	60	50
7.	60	65
8.	50	50
9.	100	45
10.	95	60
11.	75	45
12.	70	80
13.	65	80
14.	90	50
15.	90	85
16.	65	30

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17.	50	60
18	50	85
.19.	70	65
20.	50	50
21.	75	20
22.	95	70
23.	95	65
24.	85	50
25.	55	70

Worktable for Finding Mean, Variant, and Standard Deviation from the Data of Students Ability
to Build up Direct and Indirect Speech in Experimental Class

No	Score (xi)	fi	fixi	xi ²	fixi ²
1.	50	5	250	2500	12500
2.	55	2	110	3025	6050
3.	60	2	120	3600	7200
4.	65	3	195	4225	12675
5.	70	2	140	4900	9800
6.	75	2	150	5625	11250
7.	85	2	170	7225	14450
8.	90	3	270	8100	24300
9.	95	3	285	9025	27075
10.	100	1	100	10000	10000
		$\Sigma = 25$	$\Sigma = 1790$		$\Sigma = 135300$

From the table, the writer can count:

1. Mean (\bar{X})

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$$\begin{aligned}\bar{X} &= \frac{\sum fixi}{\sum fi} \\ &= \frac{1790}{25} \\ &= 71,6\end{aligned}$$

2. Variant (S^2)

$$\begin{aligned}S^2 &= \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} \\ &= \frac{25.135300 - (1790)^2}{25(25-1)} \\ &= \frac{3382500 - 3204100}{25(24)} \\ &= \frac{178400}{600} \\ &= 297,33\end{aligned}$$

3. Standard deviation (S)

Standard deviation is found by drawing the root of variant, namely:

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{297,33} \\ &= 17,24\end{aligned}$$

The students' ability to build up direct and indirect speech in control class which taught by using Community Language Learning method shows that the lowest score is 20 and the highest score is 95. The mean, variant, and standard deviation of the data can be seen on the following worktable:

Worktable for Finding Mean, Variant, and Standard Deviation from the Data of the Students
Ability to Build up Direct and Indirect Speech in Control Class

No	Score (xi)	Fi	Fixi	xi ²	fixi ²
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1.	20	1	20	400	400
2.	30	1	30	900	900
3.	35	1	35	1225	1225
4.	45	2	90	2025	4050
5.	50	6	300	2500	15000
6.	60	2	120	3600	7200
7.	65	4	260	4225	16900
8.	70	2	140	4900	9800
9.	75	1	75	5625	5625
10.	80	2	160	6400	12800
11.	85	2	170	7225	14450
12.	95	1	95	9025	9025
		$\Sigma = 25$	$\Sigma = 1495$		$\Sigma = 97375$

From the above table, the writer can count:

1. Mean (\bar{X})

$$\begin{aligned}\bar{X} &= \frac{\sum fixi}{\sum fi} \\ &= \frac{1495}{25} = 59,8\end{aligned}$$

2. Variant (S^2)

$$\begin{aligned}S^2 &= \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} \\ &= \frac{25.97375 - (1495)^2}{25(25-1)} \\ &= \frac{2434375 - 2235025}{25(24)}\end{aligned}$$

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$$= \frac{199350}{600}$$

$$= 332,25$$

3. Standard Deviation

Standard deviation is found by drawing the root of variant, namely:

$$S = \sqrt{S^2}$$

$$= \sqrt{332,25}$$

$$= 18,22$$

The test of data normality on the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together and Community Language Learning method is done by using Liliefors test.

a. The Computation of Data Normality on the Students' Ability to Build up Direct and Indirect Speech in Experimental Class

From the computation before, the value of average value (\bar{X}) in experimental class is 71,6 and standard deviation (S) is 17,24. The steps of processing data normality are:

(i) Perception X_1, X_2, \dots, X_n to be real number Z_1, Z_2, \dots, Z_n by using the formula : $Z_i =$

$\frac{X_i - \bar{X}}{S}$, where \bar{X} = average value, S = standard deviation. Z_i can be counted as follow:

$$Z_i = \frac{X_i - \bar{X}}{S}$$

$$1. Z_i = \frac{50 - 71,6}{17,24} = -1,25$$

$$2. Z_i = \frac{55 - 71,6}{17,24} = -0,96$$

$$3. Z_i = \frac{60 - 71,6}{17,24} = -0,67$$

$$4. Z_i = \frac{65 - 71,6}{17,24} = -0,38$$

$$5. Z_i = \frac{70 - 71,6}{17,24} = -0,09$$

$$6. Z_i = \frac{75 - 71,6}{17,24} = 0,19$$

$$7. Z_i = \frac{85 - 71,6}{17,24} = 0,77$$

$$8. Z_i = \frac{90 - 71,6}{17,24} = 1,06$$

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$$9. Z_i = \frac{95 - 71,6}{17,24} = 1,35 \qquad 10. Z_i = \frac{100 - 71,6}{17,24} = 1,64$$

(ii) For each standard coefficient, use absolute normal standard distribution, then count the frequency $F(Z_i) = P(Z \leq Z_i)$. The frequency $F(Z_i)$ can be found in appendix XI.

(iii) The proportion is counted Z_1, Z_2, \dots, Z_n that less or same with Z_i , with $S(Z_i) = \frac{Z_1, Z_2, \dots, Z_n \leq Z_i}{n}$. These are the computation:

$$S(Z_i) = \frac{f_{cum}}{n}$$

$$1. S(Z_i) = \frac{5}{25} = 0,2$$

$$2. S(Z_i) = \frac{7}{25} = 0,28$$

$$3. S(Z_i) = \frac{9}{25} = 0,36$$

$$4. S(Z_i) = \frac{12}{25} = 0,48$$

$$5. S(Z_i) = \frac{14}{25} = 0,56$$

$$6. S(Z_i) = \frac{16}{25} = 0,64$$

$$7. S(Z_i) = \frac{18}{25} = 0,72$$

$$8. S(Z_i) = \frac{21}{25} = 0,84$$

$$9. S(Z_i) = \frac{24}{25} = 0,96$$

$$10. S(Z_i) = \frac{25}{25} = 1$$

(iv) Count the difference $F(Z_i) - S(Z_i)$, then determine the absolute price by ignoring the negative (-) value.

(v) Take the biggest price between the opportunities of absolute price which is called by L_o .

If $L_o < L_{table}$ (that is obtained from the critic of price value of Liliefors test with real level $\alpha = 0,05$), the data has normal distribution.

If $L_o > L_{table}$, the data does not have normal distribution.

The test of data homogeneity on the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together and Community Language Learning method is done by using F test (test the equality of two variants) with the following formula:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

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The previous computation indicated that:

1. The variant data of the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together method is 297,33.
2. The variant data of the students' ability to build up direct and indirect speech that taught by using Community Language Learning method is 332,25.

So, the value of F is as follow:

$$F = \frac{332,25}{297,33}$$
$$= 1,11$$

From the computation above, it is found that the coefficient of variant is 1,11. Based on the list of critics value of F distribution with real level $\alpha = 0,05$ and the freedom of degree (dk) counter $N-1 = 25 - 1 = 24$ and the freedom of degree (dk) denominator $N-1 = 25 - 1 = 24$, it is found that $F_{(0,05)(24,24)} = 1,98$. It shows that $F_{\text{count}} (1,11) < F_{\text{table}} (1,98)$, so it can be concluded that variants of data on the students' ability to build up direct and indirect speech that taught by using Numbered Heads Together method and the data on the students' ability to build up direct and indirect speech by using Community Language Learning method is homogeneous.

Hypothesis test is done to answer the hypothesis which was proposed before and to decide whether the hypothesis will be accepted or rejected. Based on the result of data analysis and requirement test for hypothesis test, the values which needed in hypothesis test are known, namely:

$$\text{Mean } (\bar{X}_1) = 71,6$$

$$\text{Mean } (\bar{X}_2) = 59,8$$

$$\text{Standard Deviation } (S_1) = 17,24 \quad S_1^2 = 297,33$$

$$\text{Standard Deviation } (S_2) = 18,22 \quad S_2^2 = 332,25$$

So, the merger of standard deviation is:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$
$$= \frac{(25 - 1)297,33 + (25 - 1)332,25}{25 + 25 - 2}$$

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$$= \frac{7135,92 + 7974}{48}$$

$$S^2 = 314,79$$

$$S = \sqrt{314,79} = 17,74$$

Then, to test the hypothesis of this research, the writer uses this formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned} t_{count} &= \frac{71,6 - 59,8}{17,74 \sqrt{\frac{1}{25} + \frac{1}{25}}} \\ &= \frac{11,8}{17,74 \sqrt{0,04 + 0,04}} \\ &= \frac{11,8}{17,74 \cdot 0,28} \\ &= \frac{11,8}{4,96} \\ &= 2,37 \end{aligned}$$

$t_{table(0,95)(48)}$ is not found in the list of critics value. So, the writer uses interpolation to get the value.

The interpolation from $t_{table} = t_{(0,95)(48)}$

$$C_0 = 1,68 \qquad B_0 = 40 \qquad B = 48$$

$$C_1 = 1,67 \qquad B_1 = 60$$

$$\begin{aligned} C &= C_0 + \frac{(C_1 - C_0)}{(B_1 - B_0)}(B - B_0) \\ &= 1,68 + \frac{(1,67 - 1,68)}{(60 - 40)}(48 - 40) \\ &= 1,68 + \frac{(-0,01)}{(20)}(8) \end{aligned}$$

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$$= 1,68 + (-0,0005)(8)$$

$$= 1,68 - 0,004$$

$$= 1,676$$

$$t_{(0,95)(48)} = 1,676$$

The coefficient of t_{count} (2,37) is compared to t_{table} , where the coefficient of t_{table} for real level 95% with $dk = 25 + 25 - 2 = 48$ gained the coefficient of $t_{(0,95)(48)} = 1,676$. In fact, the coefficient of t_{count} (2,37) $>$ t_{table} (1,676) so that H_0 is rejected and H_a is accepted. It means that there is a significant difference of the students' ability to build up direct and indirect speech that is taught by using Numbered Heads Together and Community Language Learning method.

The focus of this research is the students' ability to build up direct and indirect speech in Numbered Heads Together and Community Language Learning method. The finding of the research shows that mean of score on the test of the students' ability to build up direct and indirect speech when taught by using Numbered Heads Together method is higher than the mean of score on the test of the students' ability to build up direct and indirect speech when taught by using Community Language Learning method.

The above fact indicates that the application of Numbered Heads Together method is proven effective to increase the students' ability to build up direct and indirect speech. It can be accepted because through Numbered Heads Together method, the students can learn English from various sources; teacher and their teammates. To get the benefit from study activity in Numbered Heads Together method especially about the students' ability to build up direct and indirect speech, the members of group discussion which is built by the teacher have to be cooperative in discussing the lesson so that teaching learning activity by using Numbered Heads Together method can increase the students' ability to build up direct and indirect speech.

In general, the source of errors in a research includes two matters; sampling or analysis subject and research instrument. This becomes the starting point to identify the research limitation elaborated as follow:

The first, a quantitative research approach gets difficulty in measuring qualitatively things. For example from all aspect of students' ability to build up direct and indirect speech have not been approached by using qualitative approach, especially the implication of the inquiry

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method application on the students' ability to build up direct and indirect speech. Something which become the main point that the students' ability to build up direct and indirect speech is very influenced by many things which are not discussed in this research such as the level of the students' intelligence, interest, and motivation to learn.

The second, there is a probably of bias thing from obtained research data. Eventhough the instruments are well planned, the students may not take the test seriously.

6. Conclusion

In the final part of this research, the writer concludes that:

1. The mean of score of the students' ability to build up direct and indirect speech that is taught by using Numbered Heads Together method is 71,6.
2. The mean of score of the students' ability to build up direct and indirect speech that is taught by using Community Language Learning method is 59,8.
3. Based on the statistical computation of "t" test, it is found that the coefficient of t_{count} is 2,37 whereas the value of t_{table} is 1,676. It shows that the hypothesis which the writer proposed before that there is a significant difference of the students' ability to build up direct and indirect speech that is taught by using Numbered Heads Together and Community Language Learning method can be accepted. It means that learning direct and indirect speech by using Numbered Heads Together method is more effective than Community Language Learning method in increasing the students' ability to build up direct and indirect speech.

Related to the research findings, the writer suggests to:

1. The principal: to provide better facilities in studying English.
2. English teacher: to apply Numbered Heads Together method in studying activity, especially in teaching direct and indirect speech because it is proved effective to increase the students' ability.
3. The students: to increase their ability in understanding direct and indirect speech through Numbered Heads Together method.
4. Other researchers who search the same topic to do and develop further and deeper research by adding variables or expanding the sample range.

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