

The Implementation of Numbered Head Together (NHT) Technique Through Lesson Study Strategy in Teaching Speaking

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	Abstract
Submitted: August 12, 2025	The implementation of Numbered Head Together (NHT) technique through lesson study in teaching speaking for student of class XI IPA B at MA Miftahul Ulum Bettet, this study used descriptive qualitative method. the data was analyzed through: data reduction, data presentation, and drawing conclusions. The research results, the implementation of the NHT technique through lesson study in teaching speaking that consists of plan, do, and see. There were 2 cycles in this research, where there was an increase the quality of teaching and learning, and the quality of teachers' teaching competency that can fluence to the improvement of student speaking skill. Based on the research result, it can be concluded that the implementation of NHT Technique Through Lesson Study Strategy in Teaching Speaking can increase the quality of teaching and learning, and the quality of teachers' teaching competency that can fluence to the improvement of student speaking skill.
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INTRODUCTION

English is a universal language as it is used by a majority of countries in the world as the primary language has become an important international language to master. Although English is a classified as a foreign language in Indonesia, it plays a crucial role in everyday communication and social practices. This is evident in the education sector in Indonesia, where English is one of the subjects that is taught to students from elementary to higher education levels. English consists of four skills, that is reading, writing, speaking, and listening constitutes the primary focus of English language learning for students. The opinion by Megawati (2016) if someone can master the four skills in English (speaking, reading, listening and writing), then their understanding of English will be perfect. To achieve these four skills, english teacher as mainrole are required to create quality english learning in the class because by mastering them, the student can understand the contain of the whole English subject easily.

Teaching is an activity that directs, guides, and motivates students to achieve knowledge about learning from all knowledge. In this research, the researcher focused on teaching speaking. Teaching speaking is accompanying and facilitating student in learning speaking. It means teaching speaking is an activity that can help students in speaking knowledge. Teaching speaking is a teacher effort to guide students to improve students speaking skills by using appropriate method. As stated by Mualiyah (2017), teaching speaking is an instructional process in which teachers support and facilitate students in achieving learning objectives, particularly the improvement of their speaking performance.

In teaching speaking the teacher will focus on students' speaking skills. Speaking skills are an essential foundation in learning English which have a major impact on students' progress in mastering the language, futhermore in the current global era, English is considered to be most important

language for communication like education, culture, politics on a global scale. This is in line with Ratnawati et al (2018) state that speaking is one of the important indicators of student success in learning English.

The use of teaching strategies is highly necessary because it can facilitate the learning process to achieve optimal results. One of the teaching strategies in speaking class that can be used by English teacher is Numbered Head Together (NHT). The number head together is a variation of group discussion, where students practice to express their opinions with their group members. This is supported by Juslan (2017) who states that the number heads together (NHT) cooperative learning model is a form of group teaching where students are trained to express their opinions and collaborate with other group members to present the results of their discussions. Number Head Together is very effective in helping students learn to speak. The objectives of NHT learning is to provide opportunities for students so that students can be more active and can exchange opinions with other group members. Based on the by Inggriyani et al (2020), the objectives of NHT teaching is to provide opportunities for students to exchange opinions and choose or determine which answer is the most appropriate to the questions given.

Apart from using the NHT technique, researcher also used a lesson study. Lesson study is one of teacher development strategy that can increase teaching learning process that is done by group of teacher collaboratively. There are 3 stages in lesson study, that are plan, do, and see. Lesson study is a structured process in which teachers collaborate to formulate solutions to challenges faced in the teaching and learning process Rahmadani (2017).

Based on the interview that researcher had done in class XI IPA B at MA Miftahul Ulum Bettet Pamekasan, the results showed that students' speaking skills were still lack. This is evidenced by students' limited vocabulary mastery and inability to compose the sentences they want to convey. Many students also feel less confident and are afraid that their friends bully student if student make mistakes in conveying information. This is because during the learning process the participants were silent and tend to be passive to just speak or ask something in English. It prove that student had some difficulty to construct the sentence. In expressing opinions, students used unclear pronunciation, the intonation that students' also used is not good, and students are less expressive in it. Infact, only students who have high critical thinking that can deliver their opinion smoothly. Most of them hesitate to express their opinions because students feel embarrassed and afraid of being laughed at by their classmates.

Based on the explanation above, the researcher conducted a research is titled " The implementation of the Numbered Head Together Technique Through Lesson Study Strategy in Teaching Speaking for students of Class XI IPA at MA Miftahul Ulum Bettet Pamekasan". It can increase the quality of teaching and learning, and the quality of teachers' teaching competency that can fluence to the improvement of student speaking skill. The instructional material and activities and can be observed in the teaching learning process during the implementation of NHT so lesson study is the good teacher professional development strategy to be used in the implementation of NHT, and the researcher hopes that this study can improve students' speaking skills and make them more enthusiastic about learning English, especially speaking. The researcher hopes that this study can improve students' speaking skills and make them more enthusiastic in the class.

There are some previous studies discussing the implementation of the numbered head together technique through lesson study in teaching speaking. The first comes from Feby Inggriyani (2020). The title is Analysis of Students' Speaking Skills in Primary School Through a Type of Cooperative Learning Model, Numbered Head Together (NHT). The result showed that the Numbered Head Together (NHT) method strategy had a positive effect on students' speaking mastery. The second previous study by Indra (2023). The title is The Effectiveness of the Numbered Head Together (NHT) Method to Improve the Speaking Ability of the Second Grade Students at Smp PGRI Sienjo

Kabupaten Parigi Moutong. The result showed that using the NHT method is effective in improving the students' speaking ability at SMP PGRI Sienjo. The third previous study by Elis Susanti (2018). The title is The Impact of Learning Together Method-Based Lesson Study on Students' Self-awareness in Speaking Class. The results showed learning together method and the lesson study method are effective in creating a fun environment that leads to students' active participation.

The fourth research conducted by Nunung Suryati (2022), titled is University-School Partnership in Lesson Study Implementation: Effects on Students' Grammatical and Speaking Skills and Stakeholders' Perceptions. The result showed that the study revealed that the Lesson study practice effectively enhanced the students' grammar and speaking skills. The fifth research conducted by Sri Damayanti (2019), The title is The Challenges Faced By The Model Teachers in Implementing Lesson Study. The result showed that Model teachers consider Chapter Design to be a challenge in implementing Lesson Study. Lack of readiness of exemplary students and teachers in facing lesson study. The sixth previous study by Nur Fatimah (2013). The title is Challenges in Implementing Lesson Study at Higher Education'. The result showed that the lesson study constitutes a systematic process that provides benefits for both teachers and students. When implemented in large classes at the higher education level, lesson study contributes positively to classroom management, the quality of teaching and learning activities, and teachers' professional development. Despite the challenges associated with its implementation, the future effectiveness of lesson study depends on careful planning, collaborative engagement among teachers and relevant stakeholders, and sustainable practices. The last research from F.A Dewi (2021), The title is Implementation of Lesson Study Using Numbered Head Together (NHT) Techniques on English Learning. The result showed that the implementation of Numbered Head Together (NHT) technique through lesson study is very useful for both teachers and students in improving the teaching learning method that become better than previous teaching and learning has been held. Students are actively involved in every activity because they used the Numbered Head Together (NHT) techniques through lesson study given by the teacher and did not find any significant difficulties. Secondary data is research data that researchers indirectly obtain through intermediary media such as notes, evidence, or past reports compiled from documentary or archival data.

METHOD

This research is about enhancing speaking mastery of the students of MA Miftahul Ulum Bettet Pamekasan used the implementation of numbered head together technique through lesson study strategy in teaching speaking. The researcher on students class XI IPA B MA Miftahul Ulum Bettet Pamekasan. This research will use qualitative method in which the researcher will explain the research result descriptively. Qualitative research is a research that does not use statistical data or numbers. According to Moleong (2014) qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from the behavior of people who can be observed in this research. Qualitative research is an in-depth research method that makes it possible to obtain descriptive data, both in the form of written and spoken words, originating from individual experiences, opinions and behavior. The approach in this research does not only look at individuals separately, but also explores the background and context as a whole, thus providing a holistic understanding of the subject being researched.

The data source for this research was students of class X IPA B MA Miftahul Ulum Bettet Pamekasan. The number of students in class XI IPA B is 36 students. In the process at MA Miftahul Ulum Bettet Pamekasan, teachers use the Lesson Study strategy, where there is not only one teacher in the class to implement the learning process, but there are several other teachers who are observers in the learning process. In the lesson study strategy teachers work together to plan, teach, and evaluate lessons together. The data source also comes from teachers through an interview process

and researchers also use observation, documentation and field notes to achieve data credibility. Secondary data is research data that researchers indirectly obtain through intermediary media such as notes, evidence, or past reports compiled from documentary or archival data. Data collection Procedures are one of the methods that researchers need and carry out to obtain valid information. In this study, researchers used the following data collection procedures: Observation, interview, documentation, and field note.

After collecting the data, the researcher analyzes the data by using descriptive qualitative procedure. The data analysis technique is carried out through three stages of the Miles and Huberman model (1992), namely : The first is data obtained in the field is sorted first, namely those that meet the research focus. the researcher will data reduction, in order to select relevant and meaningful data, focus on data that leads to solving problems, discovering meaning or to answer research questions. Second is data presentation is a collection of structured information that provides the possibility to draw conclusions and take action. After the data has been reduced, the next step is data presentation. The purpose of data presentation is to combine information so that it can describe the situation that occurred. The third step in data analysis is drawing conclusions and verification. The researcher will draw conclusions during the research process and also the data reduction process, after sufficient data has been collected then provisional conclusions can be drawn, and after the data is complete then the final conclusion includes the process of drawing conclusions which is an important part of the research.

Triangulation is the process of corroborating evidence from different individuals, data types, or data collection methods in descriptions and themes in qualitative research Creswell (2012). There are three kinds of triangulation; Source triangulation, technique triangulation, and time triangulation. Source triangulation is a process used to check the credibility of data through several sources. In this research researchers will use source triangulation of observation, interviews, field notes, and documentation. Triangulation technique is used to check the credibility of data from several sources with different techniques. In this research, apart from use interviews and observations, researchers can use participant observation, written documents, personal notes or writings and pictures or photographs. Time triangulation is used to check the credibility of data to several sources at different times. In this research, researcher used different times in implementing his research procedure. This means that this research will be not only carried out in one day but will be continued on another day. So that this research can produce valid data.

RESULT

In this section, the researcher will explain about implementation of Numberered Head Together Technique Through Lesson Study Strategy in Teaching Speaking students class XI IPA B MA Miftahul Ulum Bettet Pamekasan. In this part, it will deliver the research finding which is gotten in research field either finding observation, interview, documentation and field note. The research finding and discussion include the implementation of Numberered Head Together Technique Through Lesson Study Strategy in Teaching Speaking.

The Implementation Of Numberered Head Together Technique Through Lesson Study Strategy In Teaching Speaking

In this study, the researcher efforts to improve the quality of learning in class XI IPA B Miftahul Ulum Bettet in teaching speaking by implementing the lesson study strategy, which includes the use of Numbered Head Together Cooperative learning. The aim is that the teacher can increase the quality of the instructional material and activities and can observe the teaching learning process during the implementation of NHT so lesson study is the good teacher professional development strategy to be used in the implementation of NHT, and the researcher hopes that this study can improve students'

speaking skills and make them more enthusiastic about learning English, especially speaking.

Cycle 1

From the research obtained on the first day, on February 19 2024, the time used in implementing the first day was 2 hours. The method used to implement the plan that the researcher had prepared was to use the Numbered Head Together Technique through the Lesson Study strategy in teaching speaking class XI IPA B. On the first day Mrs. Musyarrofah as the English teacher of class XI IPA B that was a teacher model who implement the teaching learning process on the material was about descriptive text.

plan (lesson study)

At the planning stage, comprehensive planning is carried out regarding learning methods and models, the media to be used, and assessment of student learning outcomes. The model teacher and observer teacher discussed with the researcher about the NHT model through the lesson study strategy that would be implemented in the lesson, so that model teachers and observer teachers discuss more about the steps of the NHT process and lesson study deeply, Teacher model and observer teachers continue with a discussion of the instructional material, instructional activities, lesson design that has been created by the model teacher which has been reviewed from the syllabus based on the material that would be implemented, and evaluation. Observer teachers provide input to improve the quality of learning device design, instructional material, and instructional activities. Observer teachers also provided comments, constructive criticism, and provide suggestion. After that, the lesson design was revised based on to the joint discussion, and also discussed making student assessment which were attached to the final page of the lesson design.

In this Lesson Design, the learning model used is Number Head Together (NHT), which is a cooperative learning model where students work together in small groups to understand the material. The material discussed is descriptive text, which is text that explains or describes an object, place or event in detail. The result of this stage is a learning tool that includes Lesson Design, namely lesson planning which includes objectives, learning strategies, and assessment, as well as Student Worksheets, which contain activities that must be carried out by teachers and students in teaching speaking.

Table 1. Plan for learning steps on the cycle 1

Teacher Activities	Student Activities
1. The teacher divides students into 7 groups, each group consists of 5 student. every student in each group gets number (Numbering).	1. Students listen to the names mentioned and grouped by the teacher, after which the students move according to their group members
2. The teacher gives each group a task to create descriptive text with an animal theme by discussing using spoken English.	2. The group discusses using English starting from discussing the animal that will be the topic, after that creating descriptive text and ensuring that each group member can work on/know the results of the discussion.
3. After the discussion is finished, the teacher calls one number for each representative groups to present the results of their group discussions. This process is repeated until each group has a turn to present the results of their discussion in English.	3. Students who are called by the teacher come to the front of the class to present the results of their discussion using English.

do (lesson study)

At the implementation stage of the do stage. The implementation of learning activities carried out by the model teacher, namely Mrs Musyarrofah with observers. The learning process uses Numbered Head Together Cooperative learning which implemented through lesson study by model teachers and observer teachers in accordance with the lesson design used in the learning process. Mrs. Musyarrofah explained that today's material was descriptive text. Mrs. Musyarrofah started by asking the female students about the meaning of descriptive text, to which the female students answered that they did not know. Therefore, Mrs. Musyarrofah continued by explaining the descriptive text material from the meaning to the generic structure, all conveyed in English and sometimes in Indonesian so that it was easy for the students to understand.

Mrs. Musyarrofah explained teaching speaking in front of the class well and regularly in accordance with the lesson design that had been agreed upon with the observer. Observers carefully observed the students' learning process and Mrs. Musyarrofah's way of teaching as a model teacher, and wrote it in the field note held by the observers. Mrs. Musyarrofah asked the students whether they understood descriptive text, after the students respond that student already understood descriptive text, Mrs. Musyarrofah continued by giving the students an assignment to create an descriptive text with an animal theme using English speaking in the discussion, followed by applying the implementation Numbererred Head Together Cooperative learning. Numbered Head Together type cooperative learning, namely forming groups, Mrs. Musyarrofah divides the groups according to the order of attendance which is divided into 7 groups, each group containing 5 students who have been given numbers by the model teacher. There was one student who was absent due to illness, so each group consisted of 5 students.

students begin to form groups by changing places according to their group. Next, students started discussing the assignment given by Mrs. Musyarrofah, namely descriptive text with an animal theme. Some students discussed using English, but there were also some students who discussed using Indonesian because of their minimal English vocabulary, some students were also quite passive in discussion activities, and they just listened quietly to their group discussion. Student's discussed activities for 30 minutes in the class. Mrs. Musyarrofah accompanies student in the front of group during discussion while the observe student group discussions starting from pronunciation, grammar, vocabulary, comprehension and student speaking fluency. The Observer Teacher also observes each group discussion, observed based on 5 speaking components, namely pronunciation, grammar, vocabulary, understanding and fluency of students in speaking English.

After all groups have finished discussing and completing the descriptive text assignment, Mrs. Musyarrofah calls a number to one of the groups. Students who received the number called by Mrs. Musyarrofah came to the front of the class and explained the results of the assignment that had been discussed with their group members using speaking English. There were several students who explained the results of their discussions in the form of descriptive text in front of the class, not using English but saying it in Indonesian, such as, "buas, gigi tajam, bulu halus, pendek, dan paruh". This activity continues until all students have a turn to come to the front of the class.

see (lesson study)

Reflection on learning is carried out after learning at meeting I. The activity begins with the model teacher's view of the learning that has been carried out, followed by comments and suggestions from the teacher observers, where the role of the teacher observer is to provide comments, constructive criticism, and suggestions. After that, observer teachers have a discussion with the model teacher to find solutions from the results of the reflection. Based on the results of observations of teachers and students, several important things emerged from the reflection activities. The observer teacher conveys the result of observations both from good findings during the teaching and learning

process. The good findings that occurred were from observations made in cycle 1, it was seen that several students were actively discussing and exchanging opinions about descriptive texts on animal-themed topics.

Apart from good findings there are also bad findings that observer teachers got from the research, namely the teacher did not block in the class, furthermore the teachers spent time delivering material in front of the class during this cycle, causing students at the back to not pay attention to the teacher's explanation and instead engage in banter with their friends. There are also times when discussions occur, the teacher does not monitor the student discussion enough, the teacher only observes the students who are in the front row. In cycle 1, efforts were also made to use English during discussions and presentations; however, some students still use Indonesian because of their limited English vocabulary. Limited use of themes is also a problem in this cycle, because it makes students less free and better at creating descriptive texts.

Based on the results of the observation, the observing teacher provides some input to the model teacher. First, in managing teachers in the classroom, teacher observers suggest that teachers should not only focus on teaching at the front of the class, so that students at the back also listen to the teacher's explanations, teachers should also observe groups of students, including those sitting in the back row. In this way, all students discuss well and there are no students who are passive in group discussions. Second, teachers must remind students to try to discuss using English, so that students' speaking skills improve. third, the teacher observer suggested that the themes used in creating descriptive texts should be free. With a more flexible theme, students will have wider space for expression and produce more diverse descriptive texts. Lastly, the observing teacher suggested that group formation should be divided evenly, ensuring that each group had at least one intelligent student. This aims to ensure that less intelligent students can learn from smarter students in group discussions.

Cycle 2

Cycle 2 would be held on February 20 2024 and the time used to carry out learning is 1 hour. The method used the plan that the researcher had prepared was to use the Numbered Head Together Technique through Lesson Study strategy in teaching speaking class XI IPA B. On the cycle 2 the researcher became a model teacher to carry out the teaching and learning process of speaking in class XI IPA B. The material taken by researchers in the second implementation also used descriptive text material as in cycle 1 in the way of grouping which previously were grouped using absence or random, whereas in cycle 2 no longer uses the absence system. This is done as a solution to the previous problem in cycle 1, which will be explained in more detail in the next stage, but there were differences from the themes in cycle 1, namely in cycle 2 using free themes and differences.

plan (lesson study)

On the cycle 2 of the planning stage, the model teacher and the observer teacher discussed the teaching methods/models and media regarding the evaluation of the process and learning outcomes in cycle 1. The reflections from the cycle 1 included feedback from the observer teacher suggesting that the model teacher should not only explain the material and observe the students in the front row during discussions, but also explain and observe students in both the front and back rows. This ensures that all students listen to and pay attention to the teacher's explanation and actively participate in group discussions. The observer teacher also recommended that students use English during discussions and presentations to improve their speaking skills. Changes were also noted in the way groups were formed, ensuring an even distribution rather than random assignment or based on attendance. Each group included a proficient student who could assist peers with lesser speaking skills during discussions and presentations. Finally, there was a suggestion to use free themes for writing

descriptive texts. In cycle 1, only animal themes were used, but in cycle 2, the theme was changed to allow students more freedom and ease in choosing a topic for their descriptive texts. Subsequently, they discussed and refined the learning tools created by the model teacher with the observer teacher's recommendations from the first meeting. The detailed design of learning steps on the second day of implementation is presented in the following table.

Table 2. Plan for learning steps on the cycle 2

Student Activities	Teacher Activities
1. Students are organized into seven groups, each comprising five members, by the teacher, every student in each group gets number (Numbering).	1. Students listen to the names mentioned and grouped by the teacher, after which the students move according to their group members.
2. The teacher gives each group a task to discuss and create descriptive text with a free theme, then the teacher asks students to discuss and ensure that each group member can discuss and know the results of the discussion well.	2. Groups discuss in English to create descriptive text. Students start by choosing a theme and creating an appropriate title. When discussing, students must use English. Finally, each group member ensures that everyone is involved and understands the results of the discussion.
3. Once the discussion has ended, the teacher identifies a representative from each group, based on a selected number, to present the group discussion results. This process is repeated until each group has a turn to present the results of their discussion in English.	3. Students who are called by the teacher come to the front of the class to present the results of their discussion using English.

do (lesson study)

The second activity is the *Do* stage of implementing the Numbered Heads Together (NHT) Technique through the Lesson Study strategy in teaching speaking. In Cycle 2, the teacher improved the quality of instructional materials and activities while observing the teaching-learning process. The Lesson Study approach proved effective for supporting the implementation of NHT and enhancing students' speaking skills and enthusiasm for learning English. As in Cycle 1, the material focused on descriptive text, but several improvements were made for Cycle 2. The model teacher (Mrs. Laili) and the observer (Mrs. Hotim) remained the same.

The lesson began with greetings, attendance, and a brief review of the previous material. Many students actively responded in English. The model teacher then explained the material clearly, demonstrating good pronunciation and fluency. Meanwhile, the observer carefully noted the students' participation and the teacher's instructional methods. After ensuring students understood the descriptive text material, the model teacher assigned them to create descriptive texts with free themes, offering more flexibility than Cycle 1. The teacher then formed seven groups of five students, ensuring each group had stronger students who could guide others. Students moved to their groups and began discussing their chosen themes, titles, and characteristics. Most students actively participated, and even previously passive students became more engaged with help from their peers. Both teachers observed the discussion, focusing on pronunciation, grammar, vocabulary, comprehension, and fluency.

The model teacher monitored all groups, encouraging participation. After completing their descriptive texts, each group practiced before presenting. The teacher randomly called numbered

students to present their group's work. Many students presented confidently in English with clear pronunciation, good intonation, and proper grammar. Some students showed impressive fluency due to their strong vocabulary mastery. After all groups presented, the teacher applauded the students, followed by the class. Students showed great satisfaction with the learning process. The teacher closed the lesson by motivating students to continue improving their speaking skills, and students responded positively. The activity ended with closing greetings, which the students answered enthusiastically.

see (lesson study)

Reflection on learning is carried out after learning cycle 2 is completed. Reflection was followed by the model teacher and observer teacher. The activity began with the model teacher's view of the learning that had been carried out, namely the increasing ability of students in speaking, students who previously used purely Indonesian began to use English little by little with the help of smarter students in their group. When presenting the results of the discussion in front of the class, some students were already using English. This is followed by comments and suggestions from observers, as well as a discussion regarding the teaching and learning process that has been implemented.

The implementation on the cycle 2 went better than the implementation on the cycle 1. This can be seen from the increasing activeness of students in discussions and the activeness of English pronunciation during discussions. Sometimes if students don't know some of the English vocabulary, students will look in the dictionary or ask their group friends who is smarter. Students who took part in the lesson looked more enthusiastic in discussing. Another thing that is also important is that students can appear confident in expressing their opinions using English, both in group discussions. The results of observing the model teacher also showed an improvement. Previously the model teacher was too monotonous in front of the class, in cycle 2 the model teacher had more freedom to observe each group by taking turns observing the group from the front to the back of the bench. The model teacher also seems to be better at delivering the material, the model teacher is more relaxed but good at explaining the material. so that students can easily understand the model teacher's explanation. Based on lesson study activities using the NHT model, results can be obtained that teachers can obtain feedback from other teacher members who are observers. In this way teachers can improve and continue to develop their learning in a better direction. Apart from that, through lesson study activities, teachers can prepare themselves further in terms of designing lecture tools, and examine the best things that can be used in learning through learning from observers.

Teachers who carry out lesson study can increase their knowledge regarding the content of the material, learning models and methods, as well as how to evaluate learning. In this way, teachers can vary evaluation models, means and methods. The final goal that will be obtained from increasing teacher competence in teaching speaking is to improve students' speaking learning outcomes. Based on the research result, it can be concluded that The implementation of the Numbered Head Together Technique Through Lesson Study Strategy in Teaching Speaking for students of Class XI IPA at MA Miftahul Ulum Bettet Pamekasan can increase the quality of teaching and learning, and the quality of teachers' teaching competency that can flunence to the improvement of student speaking skill.

DISCUSSION

In this discussion, it will be analyzed descriptively to answer the research problem, the researcher will explain clearly the process of implementation the Numbered Head Together technique through lesson study strategy in teaching speaking in class XI IPA B Miftahul Ulum Bettet Pamekasan. This implementation emphasizes that the teacher can increase the quality of the instructional material and activities and can observe the teaching learning process during the implementation of NHT so lesson study is the good teacher professional development strategy to be

used in the implementation of NHT, and the researcher hopes that this study can improve students' speaking skills and make them more enthusiastic about learning English, especially speaking. one of the components of lesson study in a learning process, namely a teacher must be responsible for transferring knowledge to students and helping students achieve success in their learning process, Elis Susanti (2018).

Implementation of Numbered Head Together Technique Through Lesson Study Strategy in Teaching Speaking

Based on the results observation in the implementation the Numbered Head Together technique through lesson study strategy in teaching speaking, there are not only teachers who will observe the students' learning process, but also several other teachers who will become observer teachers to assist in the learning process and observe teaching and learning. This is in accordance with research by Dewi (2021) that lesson study is real learning in the classroom with students observed by other teachers as observers and carried out reflection activities after the lesson was completed. The implementation of lesson study consists of several steps, namely plan, do, and see. This is in accordance with research conducted by Dewi (2021) entitled Implementing Lesson Study Using NHT Techniques on English Language Learning which states that English language teaching procedures use lesson study. used by teachers consists of: plan, do, and see.

At the planning stage, comprehensive planning is carried out regarding learning methods and models, the media to be used, and assessment of student learning outcomes. Model teachers and observer teachers also discuss the use of models that will be applied in learning. This is in accordance with Dewi's (2021) opinion. This stage aims to designing learning so that it can teach students and is student-centered so that students can be active during the learning process.

This is different from what was stated by Nunung (2022) who said that at the planning stage a group of teachers identified the learning challenges faced by their students and the group developed a research learning model to face challenges. But by susanti (2018) who said that the collaborative lecturers did a plan to construct the lesson designs to be implemented in the teaching and learning activities. In this activity, every observer can give their potential ideas to create a good lesson design to be implemented.

Problems students face in implementation of Numbered Head Together (NHT) technique through lesson study strategy in teaching speaking

In the Do stage, the teacher explains the material and continues with the learning model using NHT, namely by dividing groups to discuss the tasks given by the teacher, after that calling student numbers at random to come to the front of the class to present the results of their discussion. This is in accordance with the opinion of Inggriyani (2020) that students are divided into groups and teachers give each participant a number educate. teacher gives questions to each group. After that Students discuss answers appropriate and convincing each students in groups know the answer. The last one is the teacher call one number each group to explain or mention the answer from questions given by the teacher. This is different from what was stated by Indra (2023) who said that the first feature is how the group is made up. The second feature is in choosing the task to be discussed by the students. The third feature is the rules of behavior of the group. The fourth feature is the motivation and the reward system. Meanwhile this is same from what was stated by damayanti (2019) The teacher groups students into several groups by giving numbers, the teacher gives several questions to students, students are given time to discuss the answers, and finally the teacher calls students randomly from each group to present the results of their discussion.

In class XI IPA B at MA Miftahul Ulum Bettet Pamekasan, besides using the lesson study strategy, the teacher also employs the Numbered Heads Together (NHT) cooperative learning model,

NHT is a learning model that takes the form of groups for discussion. This is in accordance with the opinion of Naibaho (2019) who said that NHT is a variant of group discussion. This is similar to research conducted by Inggriyani (2020) which says that there are 4 steps in NHT, namely numbering, asking questions, thinking together, and answering.

Numbered Head Together technique through lesson study strategy in teaching speaking are starting from the teacher dividing the class into 7 groups of 5 students each by giving a number to each student, then the teacher assigns them to create a descriptive text with a theme free. After ensuring thorough group discussion, the teacher randomly calls a number for each group to present the results in English, continuing until all groups have presented. The NHT cooperative learning model is one method of group instruction, in which during the learning process, students are trained to express their opinions and collaborate with their group members to present the discussion results by Inggriyani (2020).

During discussions and presentations, some students did not use English because of the students' lack of knowledge in speaking, there were also some students who used English but had difficulties in pronunciation, fluency, comprehensiveness, students also had difficulties in grammar, so that students' speaking was not well structured. sentences and make other students not understand what is being said. During the discussion there were several students who were passive in the discussion, which created difficulties for the group because there was no input of ideas from group members. This is in accordance with the opinion of Gultom (2018) who said that to willingness to work together, not only must each group member set their duties and responsibilities, but also the need to instill mutual assistance.

Benefits students face in implementation of Numbered Head Together (NHT) technique through lesson study strategy in teaching speaking

At the reflection stage, the teacher discusses the results of class learning carried out by the model teacher and the results of observations made by the observing teacher. Teacher observers provide comments, constructive criticism, and provide suggestions. then the observing teacher conveys good observation results from good findings during the teaching and learning process. After that, the observing teacher discusses with the model teacher to find solutions from the results of the reflection. This in accordance with the opinion of Susanti (2018) who said that the collaborating lecturers engaged in a planning phase to design instructional lessons for implementation in teaching and learning activities. In this process, observers were encouraged to share their insights and suggestions to enhance the quality of the lesson design.

This is in accordance with the opinion of Dewi (2021) who said that Implementation of lesson study starts from the planning stage. This stage aims to designing learning so that it can teach students and is student-centered so that students can be active during the learning process. Apart from that, the activity carried out is compiling lesson plan. The second step taken is implementation (do). Designed learning process in learning can be applied. In planning it is agreed that the teacher will implement it Numbered Head Together technique. The third step taken is reflection (see). After the lesson is finished, a discussion is held between researchers and teachers. Then the teacher conveys his impressions of carrying out the lesson with lesson study and teachers providing comments, especially regarding students.

Implementation of Lesson Study includes three stages, namely plan, do, and see. At the planning stage, the model teacher and observer teacher carry out comprehensive planning regarding learning methods and models, the media to be used, and assessment of student learning outcomes. In the Do stage, the model teacher explains the material well and is observed by the observing teacher. Apart from using lesson study model teachers also use the NHT learning model in the teaching learning process. Next, the teacher divides the students into seven groups consisting of five people and gives a

number to each student. The teacher asks them to make descriptive text with a free theme. After students finished discussing, students were randomly selected to present in English. At the reflection stage, the teacher discusses the learning outcomes with the observing teacher, who provides feedback for improvement. Based on the research result, it can be concluded that the implementation of the Numbered Head Together Technique Through Lesson Study Strategy in Teaching Speaking for students of Class XI IPA B at MA Miftahul Ulum Bettet Pamekasan can increase the quality of teaching and learning, and the quality of teachers' teaching competency that can influence to the improvement of student speaking skill.

CONCLUSION

This research aimed to examine how the implementation of Numbered Head Together (NHT) technique through a Lesson Study strategy in Teaching Speaking among students of class XI IPA B at MA Miftahul Ulum Bettet Pamekasan. The findings show that applying NHT within a collaborative Lesson Study framework enhanced students' speaking performance, increased their participation, and improved the overall quality of teaching. Teachers also demonstrated better instructional competence, which contributed to a more effective learning environment.

These results highlight the significance of combining cooperative learning techniques with continuous professional development. The integration of NHT and Lesson Study not only strengthened students' engagement but also supported teachers in refining their instructional approaches, ultimately benefiting students' speaking proficiency.

Based on these findings, it is recommended that teachers continue to implement NHT supported by Lesson Study to maintain and further improve the quality of speaking instruction. Schools are encouraged to facilitate collaborative planning, observation, and reflection so that teaching practices can continue to develop in a sustainable and meaningful way.

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