

INCREASING STUDENTS' LEARNING ENGLISH OUTCOMES BY USING NUMBERED HEAD TOGETHER (NHT) MODEL

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Abstract

The cooperative learning method Numbered Head Together (NHT) is a learning method based on constructivist learning theory. Numbered Heads Together (NHT) is a structured approach to collaborative learning proposed by Spencer Kagan et al. (Ibrahim, 2000: 25). The aims of this study is to find out the implementation of the Numbered Head Together model to improve students learning outcomes at SMA 4 PAREPARE. This study used a quantitative method. Using a Pre-experimental research design, a class pretest and posttest. Pre-experimental study design was employed to measure changes in outcomes before and after the intervention was put into place. The data is to explain the implementation of Numbered Head Together (NHT) used. Location This research was conducted at UPT SMAN 4 PAREPARE, district Ujung, the city of Parepare. This research focuses on class XI IPS 2 in the odd semester of the 2020/2021 academic year. Class XI IPS 2 contains 31 students, 16 male and 15 female. Base on the results of the research that has been done and the discussion, it can be concluded that; the application of The Numbered Head Together (NHT) learning model on cognitive aspects. This is evidenced by an increase in the value of pretest with an average of 70% increasing to 80.58% in posttest. The percentage of learning completeness also increased from the pretest by 67.74%. Increase to 83.87% in posttest.

Keywords: Numbered Head Together (NHT), Cooperative Learning.

Introduction

Language is a means of spoken and written communication. In everyday life, humans communicate and interact with each other through the medium of language. Therefore, language has an important role and function that allows humans to communicate thoughts, and thoughts, and interact socially with others (Yudantoro, 2014). With language, humans can make statements, give orders, make requests, ask questions, express commitments, and carry out an unlimited number of other activities and tasks. To be able to use language with various purposes and functions properly and correctly, language skills and elements of language are needed to express language skills, which include sentence patterns, vocabulary, pronunciation, and spelling. Mastery of language and language elements is very important to improve English proficiency (Bardiyono, 2017). In today's technologically advanced world, many people

integrate English into their daily lives, but many people think that teaching English is less fun and more difficult to understand. Basically, English classes are difficult to understand because it is not an everyday language in social relationships.[1]

When learning English, students need to master four skills to speak English, namely listening, speaking, reading, and writing. Oral English is one of the four major English learning skills that students must master. Because speaking is a very important skill in communicative activities, i.e. The activity of saying verbatim sentences containing expressions, opinions, suggestions, goals, or other intentions, to be heard later and used as a means of communicating with others (Syahputra, 2015).[2] Speaking requires a process to get the final result, and then you can convey ideas to students or others so that students or others can understand the intent and purpose of the discussion. Sometimes students have difficulty identifying ideas and expressing them in words using English, so study techniques are needed to guide students to convey information more easily in English (Widodo et.al, 2018).[3]

So far, there are still many teachers who are only clinging to traditional learning models. Teachers transfer knowledge to students using only lecture/direct learning methods. Students tend to be passive, sitting more, keeping silent, listening, taking notes, and completing homework assigned by the teacher. When students ask questions, it's usually just one or two smart people.[4] Most other students tend to be passive, shy and afraid to ask questions, and are less active in the learning process.

To overcome this problem, teachers must have a strategy to increase students' interest in English because if students are interested in learning English, knowledge will come easily. The grades achieved by students will also increase.[5] Based on the above explanations, it can be understood that the teaching method is no longer in line with the personality of the current students. While the authors of the observations at SMA 4 PAREPARE note that most teachers are still using this approach even though they have developed lesson plans based on the 2013 curriculum, the evidence suggests that classroom implementation is not adequate. Lecture method is still used.[5]

The problem above also occurs in class XI IPS 2 SMA 4 PAREPARE, Parepare city. Based on the results of the first observation in class, we found that when the teacher explained using the lecture method, most students seemed very bored and sleepy, even because of this, many students began to scramble in class and no longer paid attention to the teacher's explanation.[6] The result is that many students not understanding the material, and most of them were afraid to ask again about the material they did not understand. They also became

lazy to ask questions because what the teacher did was too monotonous, and many said that the explanation was too long and students could not catch the meaning of what the teacher explained.[7]

Based on the above observations, teachers should develop a strategy to engage students more actively and ask questions in class. Teachers have a lot to reference creative learning models that few others use and positively impact students.[8] So with interesting method, students will not get bored easily, students will be excited about learning, especially for English, English teacher needs to arouse students' interest in order to make them like English, because if students already like it, learning will be easier to focus so that students can use this enthusiasm for learning to improve their learning outcomes.[9]

The cooperative learning method, the Numbered Head Together (NHT) is a learning method based on constructivist learning theory. Numbered Heads Together (NHT) is a structured approach to collaborative learning proposed by Spencer Kagan et al. (Ibrahim, 2000: 25).[10] This model was developed to engage more students in the ongoing learning process to examine the material covered in the course and find out their understanding of the course content in exchange for asking questions.[11]

Numbered Head Together (NHT) also has a structured system of group work or learning i.e., active interdependence, individual responsibility, personal interaction, team skills and group process where students spend most of their time in classrooms of 5-6. One group. With this system and objectives, Numbered Head Together (NHT) emphasizes that students work together in groups, each group member understands and takes responsibility for the results of their group work, and students naturally feel that they need to be actively involved in the learning process. What is to be taught is how to accept the different opinions received and transmitted by others or groups, and then make a comprehensive analysis to express the most ideal opinions and even arrive at the most ideal opinions. This is actually the nature of dissent.[12]

Furthermore, the teacher gives conclusions about the course of the discussion of the material (Rahmawati, et al, 2014). Numbered Head Together can be used to check students' understanding of subjects by involving more students in examining the material covered to improve academic mastery and critical thinking skills (Hadiyanti, 2012).

Based on the explanation above, the researcher is interested to investigate "The Implementation of The Numbered Head Together Model to Improve Student Learning English Outcomes At Xi IPS 2 SMA Negeri 4 Parepare" and the problem formulation is "Is Numbered

Head Together (NHT) Model able to Improve Student Learning English Outcomes At XI IPS 2 State Senior High School 4 Parepare?”. The purpose of this study was to improve English learning achievement by applying the NHT type of cooperative learning to students in class XIPS 2 SMA Negeri 4 Parepare, Kota Parepare in the 2020/2021 academic year[13].

In Triyanto (2007:62) Numbered head together or numbering thinking Collaborative learning is a type of cooperative learning designed to influence student interaction patterns and as an alternative to traditional class structures to involve more students in studying the material covered in a lesson and checking their understanding of the lesson content. According to Arends (2008:15)[14], this type of Numbered heads together cooperative learning uses a structural approach that has been developed by Spencer Kagan (1992), which emphasizes the use of certain structures designed to influence student interaction patterns intended as an alternative to traditional classroom structures, such as recitation, in which the teacher asks questions to the whole class and students provide answers after picking up hands and called by name According to Huda (2011: 138), the application of the NHT type of cooperative learning will provide opportunities for students to share ideas and consider the most appropriate answer, increase the spirit of student cooperation and can be used for all subjects and grade levels.[15]

The procedures for the NHT cooperative learning method are: (1) Students are divided into groups. Each student in the group is given a number; (2) The teacher gives assignments/questions and each group does them; (3) The teacher calls a number. The student with the number called presents the results of the group discussion. There are several benefits to the Numbered Head Together type of cooperative learning model for students with low learning outcomes as stated by Lundgren in Ibrahim (2000: 18), including:

1. Sense of self-esteem becomes higher.
2. Improve attendance.
3. Acceptance of individuals becomes greater.
4. Less disruptive behavior.
5. Interpersonal conflict is reduced.
6. Deeper understanding
7. Increase kindness, sensitivity, and tolerance.
8. Higher learning outcomes.[16]

The advantages of the Number Head Together learning model as explained by hill (1993) in Tryana (2008) that the NHT model has advantages include being able to improve student achievement, being able to deepen student understanding, delight students in learning,

develop positive attitudes of students, develop student leadership attitudes, developing students' curiosity, increasing students' self-confidence, developing a sense of belonging, and developing skills for the future.[17]

Method

In this study, the researcher investigates the ability of students in understanding texts in the form of analytical expositions in English lessons. The steps involved in collecting data are as follows:

1. Before the Number Head Together (NHT) learning model apply, the researcher held an initial observation of students during the learning process without applying the learning model.
2. During the learning process, taking place by applying the Number Head Together (NHT) learning model. The author observed development, and students' understanding in knowing analytical exposition texts.

To find out the improvement of the students' understanding of descriptive text after applying the Number Head Together (NHT) learning model, the researcher using a non-parametric statistical test, namely using the excel formula.

The researcher conducted three meetings with a duration of 90 minutes in class. The following is an explanation of the third meeting:

1. The first meeting:

At the first meeting, the writer made observations about the class that was taught by the teacher and made introductions. After that, the teacher continued the explanation of the analytical exposition material. In the author's observation, the teacher only uses the lecture method without any activity from the class. Like, questions and answers, discussions, or games that can support learning. After that, the teacher gave time to the writer to observe and do the pre-test individually.

2. The Second meeting:

After carrying out observations and pretests at the first meeting. Come to the second meeting. At the second meeting, the writer first took attendance for anyone in the class, then introduced the Numbered Head Together (NHT) learning model. The author directly explains how to implement this model. From start to finish, and explain what are the advantages and benefits of this learning model. In the middle of learning the writer distributed students into 6 groups consisting of 5-6 people and gave each student a number starting from 1-6. After that, the writer gave questions according to the number given. After finishing, they immediately

discussed the problems. They had and gave their respective opinions according to the material that had been given. After finishing, the discussion, the writer summoned all group representatives to explain the material they had been working it. After the presentation of each group, the class has also been completed.

3. The Third meeting

At the third meeting, the writer greeted and took attendance of the students. The author reviews the material that has been taught using the Numbered Head Together (NHT) learning model. After that, the writer gave a posttest to the students in the class. The author gives the same questions as yesterday's pre-test to students. With this posttest, we can see whether there is an increase in the results of using this NHT model

Result

This research was conducted, in 3 meetings and, the research results were classified into two, namely pre-test and post-test. Pre-test and post-test were carried out to show the results of whether the Numbered Head Together (NHT) method was successful in improving student learning outcomes.

1. Finding

1. The students' pre-test

Before the application of Numbered Head Together (NHT), the researcher gave the students a pre-test first. This happened on Tuesday, November 8, 2022. The test was given to students to find out their understanding of using the lecture method. Based on the results of the pretest of students' ability to understand the material before applying Numbered Head Together (NHT) to students who have been analyzed, the results are present below.

Table 1. The result of pre-test of XI IPS 2 class at SMA 4 PAREPARE

Student	Score of pretest	Classification of the score
1	50	Enough
2	75	Good
3	70	Good
4	75	Good
5	73	Good
6	70	Good

7	70	Good
8	70	Good
9	70	Good
10	70	Good
11	70	Good
12	70	Good
13	70	Good
14	70	Good
15	45	Poor
16	70	Good
17	45	Poor
18	45	Poor
19	45	Poor
20	45	Poor
21	70	Good
22	45	Poor
23	45	Poor
24	95	Very Good
25	70	Good
26	90	Very Good
27	90	Very Good
28	45	Poor
29	45	Poor
30	45	Poor
31	45	Poor

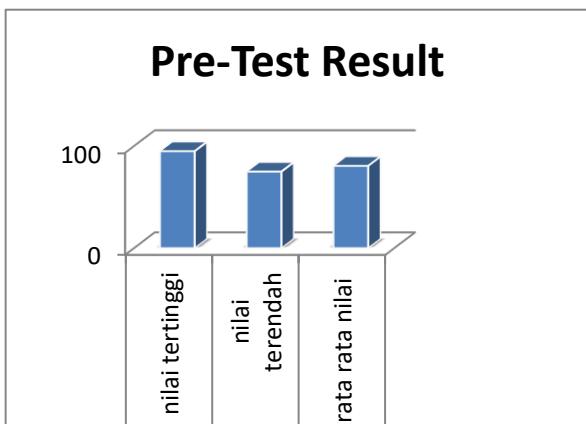
Table 2. the result of the pre test

No.	Information	Post test
1	Top rated	85
2	Lowest rating	45
3	Average score	70

Based on the data presented in table 1 and or diagram 1, the results of the english pretest can be narrated. The highest score obtained by students is 85 (eighty-five) while, the lowest score obtained by students is 45 (forty-five) with the new average value reached 70 (seventy).

Table 3. For students who have and have not reached the kkm cycle

Test	Number of Students		Students' Percentage	
	<75	> 75	<75	>75
Pre test	10	21	32,25	67,74



Based on table 2, the number of students who have not achieved completeness is 10 (ten) students or 32.25% (thirty-two point twenty-five percent). Students who have achieved minimum completeness or (kkm), are 21 (twenty-one) students or 67.74% (sixty-seven point seventy-four percent). Based on the data above. The learning outcomes of the cycle i have not shown success. Because this action is said to be successful if there is an increase in student learning achievement with a minimum of 75% of students achieving in Minimum Cumulative Competence (KKM), namely 75 so that class action must be continued in the implementation of cycle 2 (action). In the reflection stage, the results of the first cycle of research showed that there was no increase in student learning outcomes. The action plan will be carried out in cycle 2, on news item text learning materials using the numbered head together cooperative learning model.

2. Students' score in post-test

To ensure that students experience development in understanding analytical exposition text, the writer holds a post-test. The following is the value obtained by students after using Numbered Head Together (NHT).

Tabel 4 The result of post-test of XI IPS 2 class at SMA 4 PAREPARE

No	score of the student	classification
1	75	Good
2	85	Good
3	85	Good
4	85	Good
5	85	Good
6	75	Good
7	85	Good
8	85	Good
9	85	Good
10	85	Good
11	85	Good
12	75	Good
13	85	Good
14	85	Good
15	85	Good
16	85	Good
17	75	Good
18	85	Good
19	95	Very Good
20	95	Very Good
21	85	Good
22	85	Good

23	85	Good
24	85	Good
25	85	Good
26	85	Good
27	95	Very Good
28	95	Very Good
29	95	Very Good
30	95	Very Good
31	75	Good

Table 5 the result of the post test

No.	Information	Hasil post test
1	High rated	95
2	Low rated	75
3	Average result	80,58

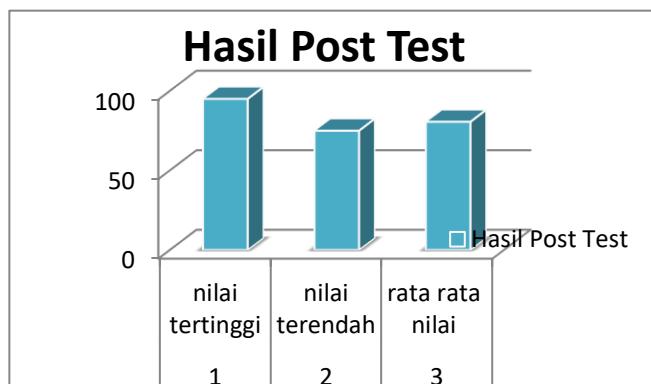


Figure 2. Graph of English post-test results

Based on the data present in table 5 and diagram 2. The results of the english post test cycle ii can be explained as follows, the highest score obtained by students is 95 (ninety-five) while the lowest score obtained by students is 75 (seventy-five) with a new average value of 80.58 (eighty point fifty-eight).

Table 6. Students who have and have not reached kkm at post test

Kind of Test	Number of Students		Students' Percentage	
	<75	> 75	<75	>75
Post test	5	26	16,12	83,87

Based on table 6, the number of students who have not achieved completeness is 5 (five) students or 16.12% (sixteen points twelve percent) while students who have Minimum Cumulative Competence or (KKM) are 26% students or 83.87%.

Based on the data above, the learning outcomes of cycle 2 have shown success, because this action is said to be successful if there is an increase in student learning achievement with a minimum of 75% of students achieving KKM, namely 75. Learning using the numbered head together model can be said to be successful because the percentage of student learning outcomes is higher by 75% with a percentage of 83.87%, so learning using the numbered head together model can be said is successful. The reflection stage and the learning results of this research is increase significantly.

Discussion

This research is experimental research that applies the number head-together learning model to improve students' English learning outcomes. This research was carried out in 3 steps, observation, pre-test and teach using Number Head Together (NHT). Based on the results of the post-test it can be seen that there is an increase in learning outcomes. Measurement of learning outcomes aims to measure the extent to which students have mastered the material that has been taught. This point of success is shown based on pre-test scores.

Table 6. Improved English learning outcomes of class XI IPS 2 students.

Circle	Test	Lower score	Higher Score	Number of Students		Percentage	
				uncomplete	complete	<75	>75
I	Post test	45	85	10	21	32,25	67,74
II	Post test	75	95	5	26	16,12	83,87
Deviation Standard				Result			
PRE-TEST				15,5			
POST-TEST				6,04			

Based on the data presented in table 5, the learning outcomes of students in the post-test of the participants. Who achieved KKM as many as 21 students or 67.74%. There was an

increase in the pre-test, namely to 26 children with presentations reaching 83.87%. The results of learning English have achieved success, many as 21 students or 67.74%. Become as many as 26 students or 83.87%. To prove that this study the researcher using standard deviation to prove it. The Result of Standard Deviation show that the student outcome increasing from 15,5 to 6,04 and it shows that the Numbered Head Together can improve student's outcome in learning English. This study proves that there is an increase in student learning achievement by using the numbered head-together learning model.

There are several limitations in the application of the Numbered Head Together learning model of the second grade of IPS 2 SMA 4 Parepare. These limitations are caused by the Numbered Head Together learning model, where this model has never been applied by the teacher so students still do not understand how to carry out learning using the numbered heads together learning model. Clearer instructions are therefore needed so that the implementation of learning using the numbered heads together learning model can run well.

Conclusion

Based on the results of the research that has been done and the discussion, it can be concluded that; the application of The Numbered Head Together (NHT) learning model increase on cognitive aspects. This evidenced showed by the increasing of the value of pretest is an average level (70%) up to High level (80.58%) in posttest. The percentage of learning completeness also increased from the pretest by 67.74%. Increase to 83.87%. In posttest, The Result of Standard Deviation show that the student outcome increasing from 15,5 to 6,04 and it showed that the Numbered Head Together can improve the student's outcome in learning English. Complete in cognitive learning outcomes of higher-order thinking skills. It shows that the application of The Numbered Head Together (NHT) learning model can improve students learning outcomes in English class XI IPS 2 SMA 4 PAREPARE in the cognitive aspect. Based on the conclusions of this study, some suggestions are as follows: (1) for teachers: teachers should apply The Numbered Heads Together as learning model, and mind mapping media on other basic of theoretical competence to make effective and enjoyable and able to make learning atmosphere be good, and able to increase the students' achievement learning English. (2) for students: students should take the Number Head Together learning model seriously because this learning has many advantages including fostering a sense of responsibility in students not only within themselves but being able to be responsible for their group.

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