

# Cooperative type Number Head Together (NHT) with question card media in learning Tenses at

*by M. Labib Al Halim*

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## COOPERATIVE TYPE NUMBER HEAD TOGETHER (NHT) WITH QUESTION CARD MEDIA IN LEARNING TENSES

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**Abstrak:** Penelitian Tindakan kelas ini dilakukan di SMP Diniyah Al-Falahiyah Turi Lamongan selama tiga bulan. Penelitian ini bertujuan untuk meningkatkan pemahaman siswa dalam belajar tenses dengan menggunakan pembelajaran kooperatif model Number Head Together (NHT) dengan media kartu soal. Subjek penelitian ini mengambil kelas delapan dengan jumlah siswa 20 orang. Hasil dari penelitian menunjukkan bahwa penggunaan Number Head Together (NHT) dapat meningkatkan pemahaman siswa dalam belajar tenses. Data yang didapat mengindikasikan bahwa target pembelajaran yang ditetapkan telah tercapai. Hasil ini bisa dilihat dari peningkatan pemahaman siswa mulai dari test awal kelulusan siswa adalah 30%. Kemudian pada siklus 1 hasilnya meningkat menjadi 55%. Sedangkan pada siklus 2 dapat dikatakan bahwa target penelitian telah terlampaui meskipun masih terdapat 15% siswa yang tidak lulus. Akhimya pada final test, dapat dikatakan bahwa hampir semua siswa lulus dengan prosentase 95%. Namun demikian, target penelitian ini telah terlampaui yaitu 80% siswa lulus dengan nilai rata-rata <70 dengan kriteria ketuntasan minimal 67.

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**Abstract:** This classroom action research was conducted at SMP Diniyah Al-Falahiyah Turi Lamongan for three months. This study aims to increase students' understanding of learning tenses using cooperative learning type Number Head Together (NHT) with question card media. The participants of this research were eighth grades students with a total of 20 students. The results of this study indicated that the implementation of Number Head Together (NHT) could increase students' understanding in learning tenses. The data obtained indicated that the set of learning targets have been achieved. Beginning from preliminary test, the students passed grades are 30%. Farther in cycle 1, the result increase to 55%. While in cycle 2, it could be said that the research target has been exceeded although there were still 15% students did not pass grades. Finally, in final test, it could be said that almost all the students passed grades with the percentage of 80%. Nevertheless, this research's target has been exceeded that 80% of students pass with an average value <70 with a minimum passing criterion of 67.

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Every teacher who teaches English lessons it feels easy but difficult for the students. The cause of the problem is how do we make the English material that we provide can be accepted by students properly and there is a positive response from students. Teaching English lessons is not just delivering finished material. The important thing is that the material that has been delivered is correct without paying attention to our students' psychology. As teachers, we want their students to feel enjoy and feel happy with the material presented with the right method. If students feel comfortable and happy with the way we teach, of course the material we convey to students will be quickly accepted by children.

As indicated by (Mukminatun, 2008), learners by and large feel hesitant to learn English, some even dread or scorn English. This adversely affects the nature of learning English in schools. The effect of negative issues about English can influence students in deciding the achievement of learning English. Thus, students expect that English is a language that is hard to learn contrasted with different dialects. This implies that it can contrarily affect English learning results.

Exploration directed by (Lee & Buxton, 2013) on 200 kids matured 6-15 years who learn English as a second language in schools in the US, shows that more youthful youngsters (ages 6-10 years) are more fruitful in dominating phonology (sound framework). English. Then, more established youngsters (11-15 years) are more fruitful in dominating morphology (the littlest language structure unit) and grammar (word and sentence structure).

Likewise, Eric H. Lenzenberg, a neurologist, argues that children's thinking power (brain) is more flexible before puberty. Hence, it is easier for him to learn languages. Whereas after that, it will decrease, and the achievement will not be optimal (Boeckx & Longa, 2011).

Teaching English at MTs / SMP will feel monotonous and tedious if the teacher who teaches is minimal creativity, and does not master English teaching methods. Teaching English subjects is not only about writing vocabulary on the blackboard, then the child transcribes it in a notebook, after that the child imitates the teacher in saying the words or vocabulary that was written down earlier. Maybe this method is a conventional way and makes both students and teachers get bored quickly.

Today's learning process is still dominated by teachers and does not provide access for students to develop independence through findings in their thinking processes. This is what a teaching staff must think about to achieve quality education to create enjoyable learning.

The situation when the learning process takes place in the classroom, subject teachers only use direct learning methods and continuously provide material to students without giving feedback from students to respond to material that they may not understand. In addition, not all students pay attention to the teacher when teaching. Some of them busy themselves with activities outside of learning, for example, talking to peers. The learning conditions that are not conducive to this need to be followed up and solving the problem. Researchers think, there is a need for innovation in learning models and learning aids used by teachers to improve student learning processes and outcomes.

One alternative that can be used is to apply cooperative learning, namely learning by forming students into several groups. (Halim, 2018) states that students could get learning through conversation and sharing. Consequently, the exhibition in the gathering was superior to the presentation of individual action. One of cooperative learning is Numbered Head Together (NHT). The Numbered Head Together (NHT) learning model is an approach developed by Spencer Kagan (1998) to involve more students in reviewing various materials discussed in a lesson and to check their understanding of the content of that lesson (Hunter et al., 2016).

NHT is a learning model that involves students actively studying the material covered in a lesson. In this lesson each student will be given a different number for each group. (Trianto, 2013) explains that there are four phases as NHT syntax, namely: numbering, asking questions, thinking together and answering.

The implementation of learning will look innovative if there is learning media in it so that teaching can provide a more meaningful experience for children, it is necessary to think about certain forms of media that can lead children to more concrete teaching. (Runtuwarouw, 2019) emphasizes that the use of media can help learning process activities that can improve student learning achievement. One of the media that can be used is the use of question cards in learning. In the question card, there are questions in accordance with the learning indicators that will be conveyed to students. The use of question card media can also train students to test the learning experiences they have had in learning to create more interesting learning. The use of question cards in Numbered Head Together learning is very good because this will trigger each student's responsibility in the group through the number that each student holds.

### Review Literature

Spencer Kagan first developed Number Heads Together (NHT) to involve more students in reviewing various materials discussed in a lesson and checking their understanding of the lesson's content (Arends, 2008). (Maheady et al., 2006) Past examination has shown that NHT can significantly improve students' overall information, every day test scores, and educational program-based appraisal measures in social investigations just as science when contrasted with more conventional, educator drove entire gathering addressing methods. NHT includes separating the class into little (5 students), heterogeneous learning groups inside which students' number themselves (1 to 5). Students "set out to really concentrate" because of every instructor question, think of the most fitting answers they can, and ensure that everybody in the group knows the appropriate response. One arbitrarily chose students at that point reacts to each address and the instructor checks with different students for understanding or development. Since students are offered time to examine potential responses before reacting, almost certainly, everybody, including lower accomplishing students, will know the right reactions.

(Hunter et al., 2016) ACT General schooling educators, specialized curriculum instructors, social laborers, clinicians, and many experts are liable for conveying substance to all students inside comprehensive conditions. These instructive groups keep on looking for systems that can be suggested or utilized in a comprehensive climate. Analysts have found that an instructional system, for example, Numbered Heads Together (NHT) increments both academic and social results for students with and without disabilities. This article gives experts response to Intervention (RtI) colleagues, and coteaching groups with a particular system of NHT that can be utilized by at least two experts. It was to create exercises or convey guidance utilizing a coteaching or specialist approach with the two experts (advisor and general schooling instructor) surveying student results after the fulfilment of the action.

According to (Arends, 2008) there are four steps in NHT learning, namely:

- a. Step 1- Numbering: The teacher divides the students into teams of three to five people and number them so that each student has a number between 1-5.
- b. Step 2- Questioning: The teacher asks a question to students. The question can be varied and specific.
- c. Step 3- Heads Together: Students put their "heads" together to find the answer and make sure everyone knows the answer.
- d. Step 4- Answering: The teacher calls a number and students from each group who have that number raise their hands and answer the whole class.

### Card Media

One kind of learning media is question card media. Question cards are a learning medium that is completed to prepare students' comprehension of the material that has been passed on by the educator. The inquiry cards are utilized as a method to adapt effectively in learning exercises to think fundamentally in the homeroom and naturally can discover ways or demonstrate certain hypotheses to open students' intuition skylines in doing questions. With question card media, students are talented at chipping away at their own issues in figuring out how to tackle issues. Moreover, the utilization of inquiry cards in learning is to upgrade the communication between all components of education (instructors, students, media) and advance the cooperation of all students in the learning process.

(Chang, 2011)The use of learning cards in the teaching and learning process can attract attention and increase student activity. Learning activities using picture card media are very good for arousing student enthusiasm for learning, training students' sensitivity to an object and stimulating power. In his research (Halim, 2020), card media could expand students' understanding of learning measures. Youthful students needed to feel free in the learning cycle. Consequently, the media of cards could invigorate students to be dynamic and focus harder on the particular subject.

(Runtuwarouw, 2019) expresses that learning by utilizing card media can help ease learning for students and simplicity of instructing for teachers. Through the learning media of cards, encouraging theoretical ideas or topic can be acknowledged in solid structures to build the engaging quality and premium in learning. The part of card media is useful in educating and learning exercises among teachers and students as students. The media presents

a solid and genuine guidance so the exercises gave the correct data by the speaker become more clear, the students all the more effectively comprehend it so the exercise gets fascinating, noteworthy and simple to recollect.

### Method

This type of research carried out in this research is class action research (PTK). (Latief, 2018) defines CAR as a form of teacher effort to improve the quality of the teaching and learning process, which will impact student learning outcomes. This classroom action research researcher acts as a teacher who examines the practice of learning carried out in the classroom, through actions planning, implementing or acting, observing, and reflecting. Thus, teachers get feedback about what has been done in the teaching and learning activities in class.

The following are indicators of achievement in this PTK research. The variable being measured is the Percentage of Target Achievement. 80% Calculated based on students' average score after working on the evaluation test questions for each cycle. The research's success is viewed from the cognitive aspect, must exceed the target achievement, namely 80% of students pass with an average value <70 with a minimum passing criterion of 67. The research procedures are as follows:

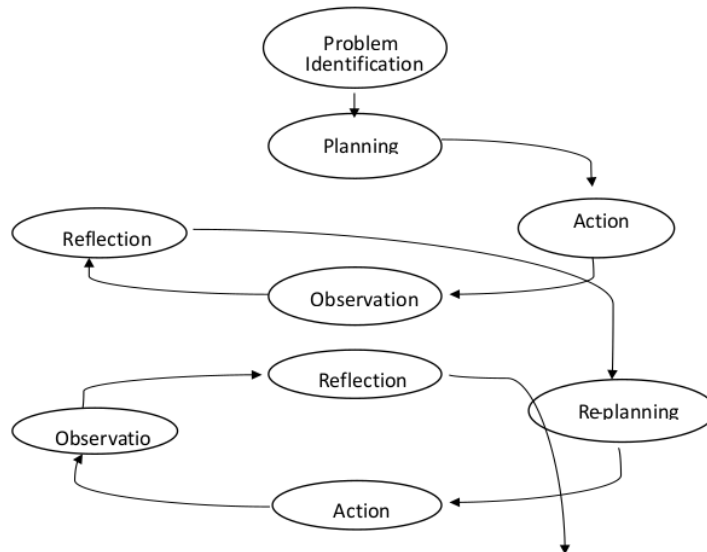


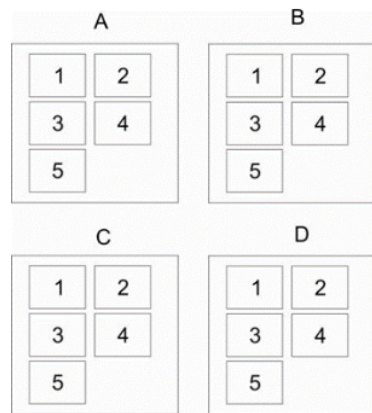
Figure 1. Procedure of Classroom Action Research

### Time and Research Subjects

The research was conducted for three months starting from September to November 2020 in the Odd Semester of the 2020/2021 Academic Year. The research subjects were the eighth-graders students of SMP Diniyah Al-Falahiyah Turi Lamongan with a total of twenty students.

### Implementation of Number Heads Together (NHT)

The implementation of Number Heads Together (NHT) can be described as follows: The total students in the class were twenty students. Then in the initial step the teacher divides the 20 students into 4 groups where each group consists of 5 children and each child in the camp gets a number 1-5 (numbering)



**Figure 2.** Students' Numbering

Step 1- Numbering: The researcher formed a heterogeneous study group consisting of 5 students, then each student in the group was given a different number. The division of numbers is formed based on the student's score; number 1 is the student who has the highest score followed by numbers 2 to number 5 with a decreasing grade.

Step 2- Explanation of the subject and questioning: Researchers provide perceptions relating to the material to be studied. Here, the researcher explains the tenses to be studied.

Step 3- Think together: The researcher distributed question cards to each group and asked students to solve them together. The researcher asks students to think together and exchange opinions and information to solve questions so that group members know how to solve the questions on the question cards. During group discussion activities, researchers went around monitoring student work and guiding students who were experiencing difficulties.

Step 4- Answering: The researcher calls one of the student numbers randomly. Selected students present the results of their group work. During the presentation, other groups pay attention to their friends who are presenting and give their responses after their friends have finished the presentation.

Step 5- Conclusion: Researchers assist students to conclude the results of the lessons that have been learned. The researcher conveyed the material to be studied at the next meeting and reminded students to continue learning and first studying the material to be taught. The researcher closes the lesson and says hello.

#### **Data Collection and Analysis Techniques**

In this study, the researcher observed students' ability to understand grammar, especially in tenses section in English lessons. The stages taken in data collection are as follows:

Step 1. Before the Number Head Together (NHT) learning model, the researchers conducted an initial observation of students during the learning process without applying the learning model. The researchers gave preliminary test to the students to measure their understanding.

Step 2. During the learning process taking place by applying the Number Head Together (NHT) learning model, the researcher observed the development of students' understanding in understanding tenses.

To determine an increase in students' understanding of tenses after applying the Number Head Together (NHT) learning model, non-parametric statistical tests were used. The researcher used "paired sample T-test" through the SPSS program to find out that Number Head Together (NHT) significantly increased understanding tenses.

#### **Result and Discussion**

Based on the achievement indicators that have been determined in the research, the results of the research are declared successful. The following are the results of research achievements starting from the pre-action stage, cycle 1, and cycle 2.

Criteria	Preliminary Test	Reflecting of Cycle 1	Reflecting of Cycle 2	Final Test
Pass Grades (%)	30%	55%	85%	95%
Total Students	6	11	17	19
Do not pass grades (%)	70%	45%	15%	5%
Total Students	14	9	3	1
Mean Score	57,4	65,4	73,0	76,2

Table 1. Percentages in each stage

Through the result of table above, there were increase in each stage. Beginning from preliminary test, the students passed grades are 30%. Farther in cycle 1, the result increase to 55%. While in cycle 2, it could be said that the research target has been exceeded although there were still 15% students did not pass grades. Finally in final test, it could be said that almost all the students passed grades. Nevertheless, this research's target has been exceeded that 80% of students pass with an average value <70 with a minimum passing criterion of 67. The details could be seen in diagram below:

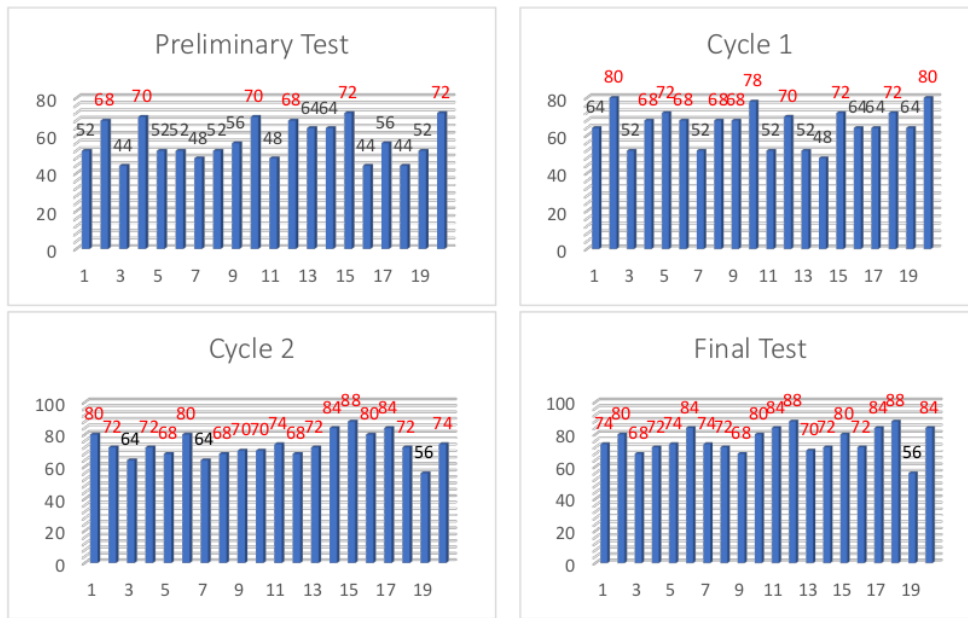


Diagram 1. Students' score in understanding tenses

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Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Preliminary Test - Final Test	-18.800	11.451	2.560	-24.159	-13.441	-7.343	19	.000

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Table 2. The result of paired sample T-test

The researcher used "paired sample T-test" through the SPSS program to determine that the increase was significant. The result indicated that the upgrade of students' score was 18,800 and the Sig. value was 0.00 lower than 0.05 as significant level. Along these lines, it can be said that the actualizing of Number Head Together (NHT) gave significant increase in understanding tenses.

After implementing the Number Heads Together (NHT) cooperative learning model in eighth-graders students of SMP Diniyah Al-Falahiyah Turi Lamongan, students' achievement has increased compared to before using Number Heads Together (NHT) method. After using Number Heads Together (NHT) method, students became more enthusiastic in participating in lessons, and the atmosphere in the classroom felt more pleasant. Because learning is not only listening, writing, memorizing, and reading material, students can discuss the knowledge they have received and then express their opinions in front of others.

**Conclusion**

Classroom action research which was conducted in eighth-graders students of SMP Diniyah Al-Falahiyah Turi Lamongan was carried out in two cycles. Each cycle is divided into 3 meetings, with details of two meetings in detail to deepen the material and application methods as well as the third meeting of periodic evaluation and testing. Each cycle includes four stages, namely planning, implementing, observing and reflecting. The research results in cycle 1 and cycle 2 concluded that the implementation of Number Heads Together (NHT) could increase students' achievement at eighth-graders students of SMP Diniyah Al-Falahiyah Turi Lamongan.

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Based on the average results of the preliminary test and the final test scores obtained after the evaluation test in each cycle, there is an increase in student academic achievement. In the preliminary stage, the students' average academic achievement was 57.4. Then increased to 65.4 in cycle 1 and up to 73.0 in cycle 2. Finally, in final stage, it increased to 76.2.

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