

STUDENTS' PERCEPTIONS OF USING NUMBERED HEAD TOGETHER (NHT) LEARNING MODEL TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENTS

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Abstract

This article investigated students' perceptions after implementing the NHT learning model and the effectiveness of the NHT Learning model in improving students' speaking skills. This study used a qualitative method. Data were collected using a questionnaire containing 11 questions. The data source in this research is class X, totaling 40 students for the 2022/2023 academic year. To analyze the data, a qualitative descriptive method was used. The results show that the majority of students consider the NHT learning model to be fun, easy to use, and effective in improving speaking skills, self-confidence, and vocabulary. Student activities increased during teaching sessions, which shows that most students were involved and enthusiastic in learning. learning process. The Numbered Head Together (NHT) technique was proven to improve speaking skills and increase student achievements. NHT improved students' speaking skills, self-confidence, and vocabulary, as well as facilitating group discussion and conveying thoughts.

Keywords: learning model, numbered head together, students' perception

Introduction

Education is an effort to form human resources that can improve the quality of life (Pendy & Mbagho, 2020). Education also aims to prepare for present and future life, so that the order can change from time to time in accordance with the needs of the times and developments in science and technology technology (Puspaningrum et al., 2022). The English language is crucial to master because English is an international language. the English language has been used for broad of the electronic organization lately in the field of public correspondence (Khasawneh, 2021). This spread has added to working on the utilization of English as a worldwide. This is one of the reasons why English is mandatory to be taught in Indonesia's schools (Almousah, 2020).

English subject is mandatory from elementary to senior high school level (Darmuki & Hidayati, 2019). However, there are some difficulties faced by both teachers and students, one of them is students' participation. Students' participation



in classroom has always been a concern for any teacher. This participation in the classroom is mainly affected by motivation. Lestari (2019) point out that the use of technology takes an important role in teaching and learning process on this era of 21st century of learning. In other words, teacher need to be selective for the learning model to improve students' motivation. If this condition is fulfilled, students' participation in classroom will be aligned with the motivation.

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Suari, 2022). It's used by people to share significant details about one another (Mandasari & Aminatun, 2020). Students need to master speaking skills because by mastering this ability, they can convey their ideas and thoughts to their lecturers or friends, which is suitable for facilitating the implementation of learning. Speaking skills are a person's ability to convey ideas and messages to other people with a specific purpose (Darmuki et al., 2023).

Students have a number of challenges when learning to speak, particularly in Indonesia where English is not the primary language. Many pupils find it difficult to develop their speaking abilities in different ways. The lack of appropriate terminology that students commonly encounter is one of the issues that they confront (Asworo, 2019). An additional aspect influencing students' verbal fluency is psychological. Speaking in front of people can be intimidating or challenging for some students. Anxiety or uneasiness might make it difficult for them to speak out and express their ideas (Sari, 2022). Their ability to speak may be severely impacted by this, especially in educational environments where participation is expected. Students should frequently engage in constant practice conversing with their pals. To boost student's confidence, pupils should communicate socially with their peers (Octavia et al., 2023)

By looking this fact, it is critical to implement a diversified learning model that would enhance their capacity for social interaction. Educators might choose innovative teaching strategies as an alternative to enhance student learning outcomes (Puspitasari & Muchlis, 2021). group projects improve the classroom environment and to engage in social interactions with others and thereby boost their confidence (Wahyuningsih, 2018).

Several researchers have examined NHT and research conducted by (Darmuki et al., 2023) Based on the results of this research, the Speaking Skills of semester 1 students of the Indonesian Language and Literature Education Study Program through the application of the NHT cooperative learning model and Tik-Tok media have increased. And other studies by (Mustika et al., 2023) The results showed that there are applied to a substance Junior high school pupils may find it easier to understand abstract topics like gas laws and their applications if they are exposed to pressure material through NHT-based modules. The previous findings were conducted in college and the other in junior high schools. However, in this study, the researcher would like to develop the research in senior high school.

The pilot study conducted by researcher. After the researcher conducted research in class X-G at SMAN 4 Sidoarjo, The students increasing could be seen during cycle I and cycle 2 of learning that has been done, the percentage of students who passed on cycle 1 were 78% (thirty-one students) in Post-test 1 and the number of students who passed on cycle 2 rose become 90% (thirty-six students) in Post-

test 2. The results of learning cycle 2 showed that the learning was complete, 90 % or out of 40 students, 36 students who did the learning got scores that exceeded the KKM.

The researcher concluded that NHT learning model could make students more interested and motivated in learning English. Thus, the researchers intended to discover students' opinions after using the NHT learning model in the students' learning process so that they could improve their speaking skills easily. Based on the explanation above, the researchers were interested in conducting research on students' perceptions of using NHT learning model to improve their speaking achievements.

Method

The researchers used a qualitative descriptive method, where the instrument used was a questionnaire. This research was conducted at SMAN 4 Sidoarjo, which is located in Sidoarjo, Sidoarjo Regency, East Java 61251, Indonesia. The subjects of this research were class XK students for the 2023/2024 academic year. The subjects of this research were 40 students. All respondents voluntarily gave their consent to participate in this research. To protect the privacy of the respondents, anonymity was implemented. The subject selection technique in this research was purposive sampling (non-probability sampling) to answer the research questions. Data for this research were collected through a questionnaire.

The researchers used a closed type for the questionnaire. The respondents were given a questionnaire containing 14 questions in Indonesian, which had to be filled in to collect data. The questionnaire itself uses a five-choice Likert scale which includes: (5) strongly agree; (4) agree; (3) neutral; (2) disagree; (1) strongly disagree. Data results are displayed in percentage form and discussed descriptively to show trends in student perceptions. Finally, the findings from student responses were grouped and separated by category and presented in the form of images.

Findings and Discussion

The questionnaire was given at the end of the meeting, where students received learning treatments using NHT learning model to improve students' speaking achievement. The questionnaire was given to the student by Google Form and it contained 11 questions related to the implementation of NHT as learning model in the learning process to improve students' speaking achievements. The results of the questionnaire were presented in Figure 1.

- 1) Using the NHT Learning approach to learn English speaking is enjoyable.

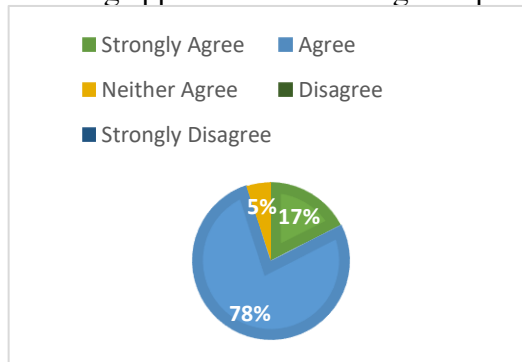


Figure 1. Questionnaire No.1

Based on Figure 1, it could be concluded that 78% of students (31 students) chose to agree that the NHT learning model is fun to use in learning English speaking, while 17% students (seven students) chose strongly agree, and 5% (two students) chose neither agree. In total there were 95% (38 students) agree with this question. It means that 38 students felt NHT Learning approach to learn English speaking is enjoyable.

2) The NHT Learning model is simple to use.

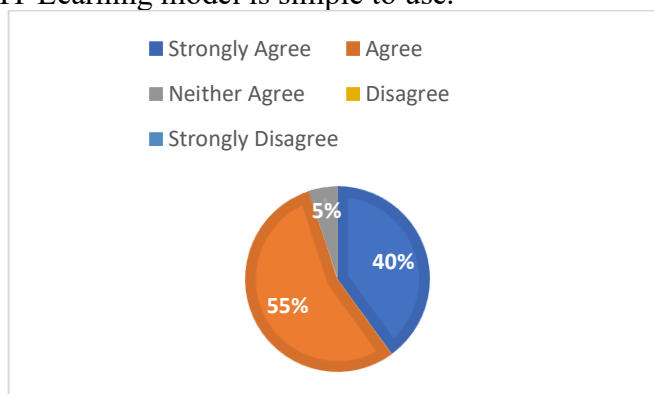


Figure 2. Questionnaire No.2

From Figure 2, it could be concluded that 55% of students (22 students) chose to agree that NHT Learning model is simple to use, while 40% students (sixteen students) chose strongly agree, and 5% (two students) chose less agree. In total there were 95% (38 students) agree with this question. It means that 39 students experienced NHT Learning model was simple to use.

3) My ability to learn how to speak English is facilitated by the NHT learning model.

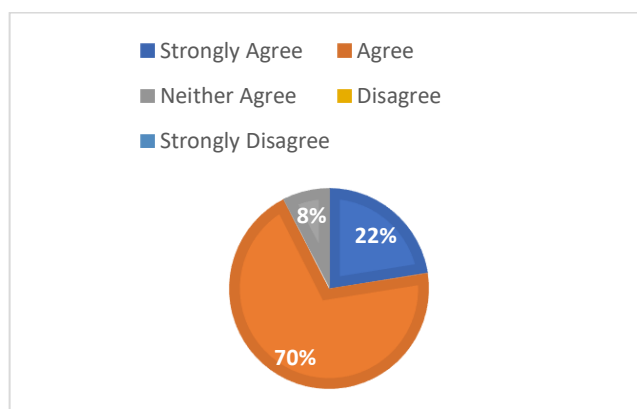


Figure 3. Questionnaire No.3

Figure 3 shows that 70% (28 students) chose to agree that NHT Learning model make it their ability to speak in English, while 22% students (nine students) chose strongly agree and 8% (three students) chose neither agree. In total there were 92% (37 students) agree with this question. It means that 38 students felt their ability to learn how to speak English is facilitated by the NHT learning model.

- 4) You find the English subject matter to be taught using the Numbered Head Together (NHT) learning model satisfactory.

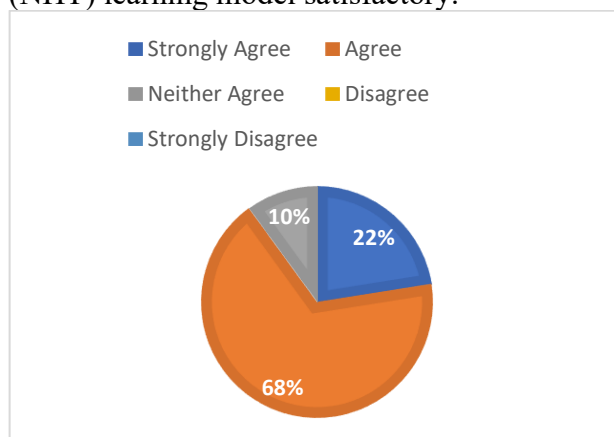


Figure 4. Questionnaire No. 4

Figure 4 reveals that 68% (27 students) chose to agree while 22% students (nine students) chose strongly agree and 10% (four students) chose neither agree. In total there were 90% (36 students) agree with this question. It means that 38 students felt English subject matter to be taught using the Numbered Head Together (NHT) learning model was satisfactory.

- 5) Your English-speaking confidence increases with the NHT Learning model.

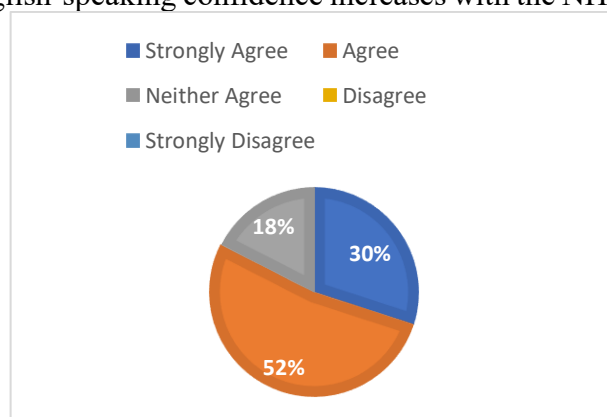


Figure 5. Questionnaire No.5

Figure 5 shows that 52% (21 students) chose to agree that their English-speaking confidence increases with the NHT Learning model, while 30% students (twelve students) chose strongly agree and 18% (seven students) chose neither agree. In total there were 82% (33 students) agree with this question. It means that 34 students felt their English-speaking confidence increased with the NHT Learning model.

- 6) You have additional English vocabulary to utilize in conversation because NHT Learning model.

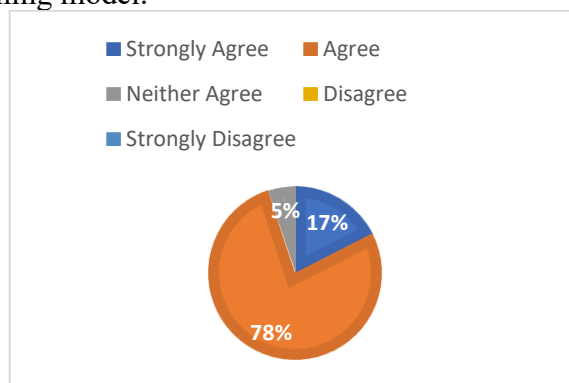


Figure 6. Questionnaire No.6

Figure 6 displays 78% (31 students) chose to agree that they have additional English vocabulary to utilize in conversation because NHT Learning model, while 17% students (seven students) chose strongly agree and 5% (two student) chose neither agree. In total there were 95% (38 students) agree with this question. It means that 34 students have additional English vocabulary to utilize in conversation because NHT Learning model.

- 7) NHT Learning model can be used to get group discussions.

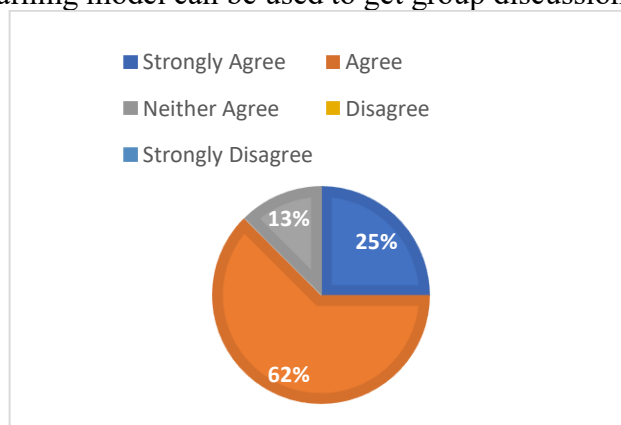


Figure 7. Questionnaire No.7

Figure 7 shows 62% (25 students) chose to agree that NHT learning model helped them in group discussion, while 25% students (ten students) chose strongly to agree and 13% (five students) chose neither agree. In total there were 87% (35 students) agree with this question. It means that 35 students felt NHT Learning model can be used to get group discussions.

- 8) The NHT Learning model has improved your ability to convey your thoughts.

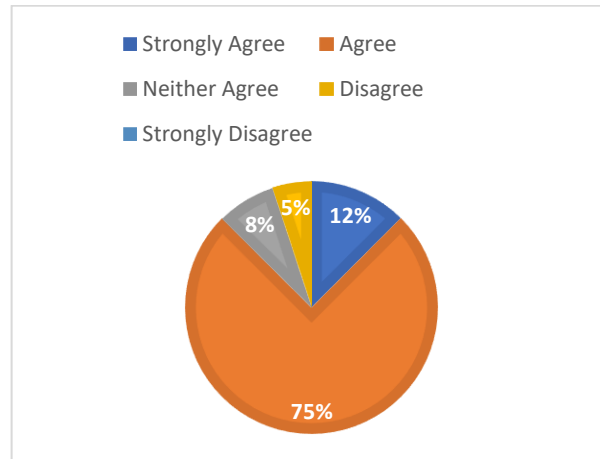


Figure 8. Questionnaire No.8

Figure 8 reveals that 75% (30 students) chose agree that NHT learning model helped them to convey ideas, while 12% students (five students) chose strongly agree and 8% (three students) chose neither agree, and 5% (two students) chose disagree. In total there were 87% (35 students) agree with this question. It means that 37 students felt NHT Learning model has improved your ability to convey your thoughts.

- 9) You have a lot of trouble adhering to the NHT learning model when the teacher used it.

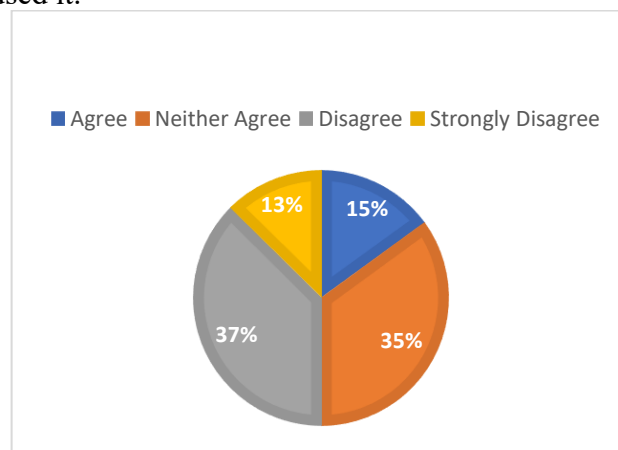


Figure 9. Questionnaire No.9

Figure 9 reveals that 35% (14 students) chose neither agree that when teachers use the NHT as learning model, they experienced many difficulties in following it, while and 37% (fifteen students) chose disagree ,15% students (six students) chose agree, and 13% (five students) chose strongly disagree, In total there were 15% (six students) agree with this question. It means that 34 students felt they weren't too tough when the teacher employed it.

10) You become inspired to improve your speaking skills after learning how to use the NHT Learning model.

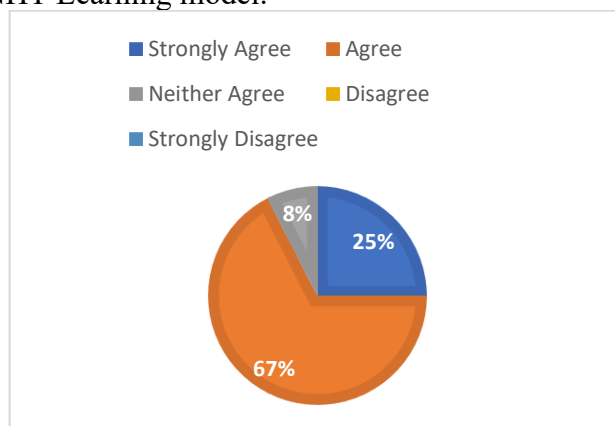


Figure 10. Questionnaire No.10

Figure 10 shows 67% (27 students) chose to agree that after learning to apply the NHT learning model, they are inspired to further develop their speaking skills, while 25% of students (ten students) chose strongly agree and 8% (three student) chose neither agree. In total there were 92% (37 students) agree with this question. It means that 37 students become inspired to improve their speaking skills after learning how to use the NHT Learning model.

11) You think your speaking scores have increased as a result of using the NHT learning model.

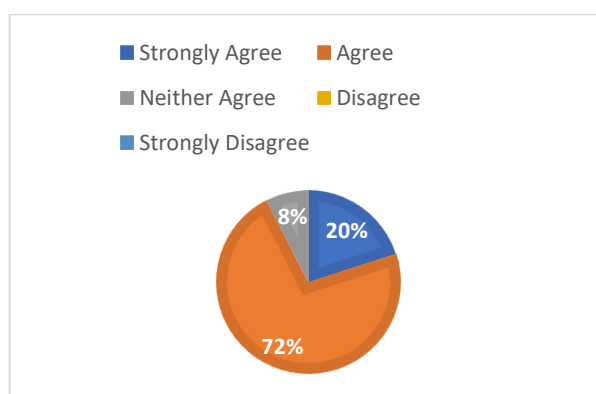


Figure 11. Questionnaire No.11

Figure 11 shows that 72% (29 students) chose to agree they think their speaking scores have increased since using the NHT learning model, while 20% students (eight students) chose strongly agree, and 8% (three student) chose neither agree. In total there were 93% (37 students) agree with this question. It means that 37 students think their speaking scores have increased as a result of using the NHT learning model.

The value of student activeness, which rises during the teaching session, indicates that most students in this study were more engaged and passionate during the learning process. This demonstrates how using NHT can help English teachers teach speaking to their pupils and enhance their speaking abilities. Additionally, the

researcher offered the students a questionnaire to gauge how well they were utilizing NHT to teach speaking. The pupils in their speaking learning process gave favorable answers to the questionnaire that was distributed to them at the last meeting. The results of the questionnaire discussed previously show the responses.

The results show that 97% (39) of the students felt enjoyable in the learning process after applying this technique. In line with (Prayekti & Utomo, 2019) research, This research demonstrated that students were more engaged and loved the teaching and learning process by showing that the implementation of the NHT technique significantly improved student achievement. Also 97% (thirty-nine) of the students said that NHT Learning model is simple to use. In line with (Chintya et al., 2021) research, NHT is an easy-to-use and successful way to help kids get better at speaking.

While 95% (38 students) felt their ability to learn how to speak English is facilitated by the NHT learning model. In line with (Hutapea et al., 2023) research, According to this study, the NHT model helped students become more proficient readers, which in turn made it easier for them to pick up English language abilities. 92% (37 students) felt English subject matter to be taught using the Numbered Head Together (NHT) learning model satisfactory. In line with (Baskoro, 2020) research, This study's findings indicate that the NHT approach can be utilized as a tactic to help students' speaking abilities since it was proven to be successful in raising students' speaking abilities. Students expressed satisfaction with this NHT method as well.

In addition, 85% (34 students) felt their English-speaking confidence increases with the NHT Learning model. In line with (Atthacariya et al., 2021) research, these research show how well the NHT learning paradigm works to boost students' confidence and speaking abilities. 97% (39 students) have additional English vocabulary to utilize in conversation because NHT Learning model. In line with (Lestari & Ariesta, 2020) research, the study demonstrates how the NHT model supports students' acquisition and conversational application of new vocabulary. improves pupils' ability to talk in general by helping them pick up and apply new language in conversations.

While 87% (35 students) felt NHT Learning model can be used to get group discussions. In line with Wati and Suarni's (2020) research, According to this study, the NHT approach, which divides students into groups and gives them numbers, forces them to work together on speaking and learning exercises, which improves their speaking and writing abilities. Additionally, 92% (37 students) felt NHT Learning model has improved their ability to convey their thoughts. In line with (Nurhidayat, 2022) research, this studies show how well the NHT learning model works to help students communicate their ideas and speak more fluently.

Note that 35 students also felt they were not too tough when the teacher employed it. In line with (Sutipnyo & Mosik, 2018) research, This study shows that students do not encounter significant learning difficulties when using the NHT paradigm. The last, 90% (36 students) think their speaking scores have increased as a result of using the NHT learning model. In line with (Muliandari, 2019) research, According to this study, the NHT approach dramatically increased the speaking abilities of students; speaking skills increased from 29.9% to 83.3% when the strategy was put into practice.

From the discussion above, it can be concluded that learning using the Numbered Head Together (NHT) model can improve students' speaking achievement. which can be seen from the questionnaire given to students at the end of the meeting to obtain student perceptions from the 11 questions that have been given, showing that 95% of students find the NHT learning approach enjoyable. 95% of students find the NHT Learning model easy to use.

While 92% of students feel the NHT learning model facilitates their ability to speak English. 90% of students were satisfied with the English lesson material taught using the NHT learning model. 82% of students experienced increased confidence speaking English with the Learning model. 95% of students have additional English vocabulary to use in conversation because of the NHT Learning model.

Additionally, 87% of students feel that the NHT Learning model can be used for group discussions. 87% of students feel that the NHT Learning model improves their ability to express their thoughts. 85% of students do not find it difficult to comply with the NHT learning model when the teacher uses it. 92% of students were inspired to improve their speaking skills after learning how to use the NHT Learning model. 93% of students think that their speaking scores have increased due to using the NHT learning model.

Conclusion

The results show that most students find the NHT learning model fun, easy to use, and effective in improving their speaking skills, self-confidence, and vocabulary. Student activities increased during teaching sessions, this shows that most students were involved and enthusiastic in the learning process. The Numbered Head Together (NHT) technique was found to improve speaking skills and increase student achievement. Research supports the effectiveness of NHT in improving speaking abilities, confidence, and vocabulary, as well as facilitating group discussions and conveying thoughts. Students did not find the NHT paradigm to be difficult.

The researchers would provide some recommendations for the teaching-speaking process based on the above conclusion. For speaking practice, English teachers might utilize Numbered Head Together as an alternate learning strategy. To improve learning results, students need to be serious and focus on what their teachers are saying during the teaching and learning process. Furthermore, it should be included as a reference in the learning process for any future researchers who are interested in utilizing Numbered Head Together to teach speaking.

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