
IMPROVING STUDENTS ACHIEVEMENT IN LEARNING ENGLISH THROUGH COOPERATIVE LEARNING OF NUMBERED HEAD TOGETHER MODEL

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ABSTRAK

Penelitian ini dilatarbelakangi permasalahan: (a) Apakah pembelajaran kooperatif model *Numbered Head Together* berpengaruh terhadap hasil belajar Bahasa Inggris (b) Seberapa tinggi tingkat penguasaan materi pelajaran Bahasa Inggris dengan diterapkannya metode pembelajaran kooperatif model *Numbered Head Together*. Tujuan dari penelitian ini adalah: (a) Untuk mengungkap pengaruh pembelajaran kooperatif model *Numbered Head Together* terhadap hasil belajar bahasa inggris. (b) Ingin mengetahui seberapa jauh pemahaman dan penguasaan mata pelajaran bahasa inggris setelah diterapkannya pembelajaran kooperatif model *Numbered Head Together*. Penelitian ini menggunakan penelitian tindakan (*action research*) sebanyak tiga putaran. Setiap putaran terdiri dari empat tahap yaitu: rancangan, kegiatan dan pengamatan, refleksi, dan refisi. Sasaran penelitian ini adalah siswa Kelas IXC SMPN 3 Muara Bungo. Data yang diperoleh berupa hasil tes formatif, lembar observasi kegiatan belajar mengajar. Hasil Penelitian menunjukkan bahwa prestasi belajar siswa mengalami peningkatan dari siklus I sampai siklus III yaitu, siklus I (60,71%), siklus II (75,00%), siklus III (89,29%). Simpulan dari penelitian ini adalah metode kooperatif model *Numbered Head Together* dapat berpengaruh positif terhadap motivasi belajar Siswa Kls IXC SMPN 3 Muara Bungo serta model pembelajaran ini dapat digunakan sebagai salah satu alternative Bahasa Inggris.

Kata Kunci: Pembelajaran Bahasa Inggris, kooperatif model Numbered Head Together

ABSTRACT

This research was motivated by the following problems: (a) Does the cooperative learning of the Numbered Head Together model affect English learning outcomes (b) How high is the level of mastery of English subject matter with the application of the Numbered Head Together cooperative learning method. The objectives of this study were: (a) to reveal the effect of cooperative learning of the Numbered Head Together model on English learning outcomes. (b) to know how much understanding and mastery of English subjects after the implementation of cooperative learning model Numbered Head Together. This research was conducted using the classroom action research through 3 cycles.

Each cycle consisted four stages, namely: design, activities and observations, reflection, and revision. The targets of this study were students of Class IXC at SMPN 3 Muara Bungo. The data obtained in the form of formative test results, observation sheets of teaching and learning activities. The results of this research showed that student learning achievement had increased from cycle I to cycle III. In the cycle I (60.71%), cycle II (75.00%), cycle III (89.29%). Therefore, the conclusion of this research is that the cooperative method of the Numbered Head Together model can have a positive effect on the learning motivation of the Class IXC students of SMPN 3 Muara Bungo and this learning model can be used as an alternative to learn English.

Keywords: Learning English, cooperative model Numbered Head Together

INTRODUCTION

In this 21st century, we need to re-examine learning practices in the schools. In this era, the role that have to be played by the world of education in preparing students to fully participate in social life will be very different from the traditional role that has been held by the schools.

However, in this century, there is still a general perception rooted in the world of education which has become the society hope. This general perception assumes that it is the teachers' job to teach and provide students with information and knowledge. Teachers need to behave or at least they can be seen by students as omniscient and a source of information. So that students are not encouraged to get more knowledge by themselves. They only wait from the teachers. Teachers become the center of teaching and learning process.

This case makes the students become more passive in teaching and learning process. Not only that, there are many other cases happened in learning process in the classroom, one of them is many students study in stressful and frightening situations because they are overshadowed by the demands of pursuing high test scores and exams. It is also happened in English language class. Even, in learning English, many students get more stressful not only because of test and score, but they feel

learning English is very difficult and boring. The students have negative attitude toward learning English, sometime it makes them more passive. Meanwhile, as a foreign language, English should be learnt actively followed with a positive attitude from students toward the language. As it was found in Oktavia (2020) that attitude toward language is one of factors that can help someone in acquiring second language.

Therefore, teachers have done many strategies to solve this. One of them is cooperative learning that has been implemented for years. there are several important reasons why this teaching system needs to be used more often in schools. Along with the globalization process, social, economic, and demographic transformations have also occurred which require schools to better prepare students with new skills to be able to participate in a rapidly changing and developing world.

In fact, for teachers in this country, the "*gotong royong*" method becoming familiar and they have often used. It is recognized as a group work method. It is undeniable that many teachers have often assigned students to work in groups. However, this group work methods are often considered less effective. Various negative attitudes and impressions appear in the implementation of group work methods. If the group work is not successful, students tend to

blame each other. On the other hand, if it is successful, a feeling of injustice arises. Smart/diligent students feel that their less capable colleagues have taken a ride on their work.

Therefore, the group work method that should have a noble aim, to encourage the brotherhood sense and to reach the ability in working together, can actually ended in dissatisfaction and disappointment. Not only teachers and students feel pessimistic about the use of group work methods, even parents sometimes feel anxious if their children are included in a group with other students who are considered less balanced.

The various negative impacts of using the group work method should have been avoided if the teacher is willing to spend more time and attention in preparing and compiling the group work method. What is introduced in the cooperative learning method is not just group work, but also its structure. Therefore, the teaching system of cooperative learning can be defined as a structured group work/study. Included in this structure are five main elements (Johnson & Johnson, 1993), they are positive interdependence, individual responsibility, personal interaction, teamwork skills, and group processes.

The concern that students' enthusiasm in developing themselves individually could be threatened in the use of group

work methods is understandable because in group assignments that are carried out haphazardly, students do not learn to the fullest, but learn to dominate or throw responsibilities.

The *gotong royong* learning method is structured in such a way that each member in a group carries out his/her personal responsibility because there is an individual accountability system. Students cannot simply ride a ride with their colleagues' efforts and each student's efforts will be rewarded according to their improvement points.

Therefore, the researcher assumed that learning English through cooperative learning of numbered head together model can help to encourage the students learn more actively. And it can improve the students achievements in learning English.

RESEARCH METHOD

This type of research is Classroom Action Research. It is a research that refers to actions that can be carried out directly in an effort to improve the learning outcomes of Citizenship Education. This research was carried out because of the collaboration between researchers and teachers.

This research was conducted at SMPN 3 Muara Bungo Jalan Raden Mat Thaher, Rimbo Tengah District, Bungo Regency. It was done in September of the odd semester

of the 2018/2019 academic year. The research subjects were Class IX.C students of SMPN 3 Muara Bungo for the 2018/2019 academic year on the subject of technological developments for production, communication and transportation.

As it was explained before, this research used Classroom Action Research (CAR). According to the PGSM Project Coaching Team, CAR is a form of reflective study by actors of actions taken to increase the rational stability of their actions in carrying out their duties, deepen understanding of the actions taken, and improve the conditions in which the learning practices are carried out (in Mukhlis, 2000: 3).

The main purpose of CAR is to improve/increase learning practices on an ongoing basis, while the purpose of its inclusion is to foster a culture of research among teachers (Mukhlis, 2000: 5).

Therefore, to improve the achievement of students class X.C at SMP 3 Muara Bungo in learning English, this research used the action research model of Kemmis and Taggart (in Sugiarti, 1997: 6), which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection).

1. Preliminary design/plan

Before conducting the research, the researcher prepared the formulation of the problem, objectives and

made an action plan, including research instruments and learning media.

2. Activities and observations

This step includes the actions taken by researchers as an effort to build understanding of students' concepts and observe the results or impacts of the implementation of the numbered head together learning method.

3. Reflection

In this reflection, the researcher examined, checked and considered the results or impacts of the actions taken based on the observation sheet filled out by the observer. Whether it gave impact to the students achievement or no. Besides that, this reflection was conducted to decide whether the researcher need to do the next cycle or not.

4. Revised designs/plans

Based on the results of reflections from observers, the researcher made revised designs to be implemented in the next cycle.

In collecting the data, the researcher used some instruments, they are:

1. Syllabus

Syllabus is a set of plans and arrangements regarding classroom management learning activities, as well as

assessment of learning outcomes. According to Ismawati (2012 as cited in Noputri, et al, 2021) that syllabus is a course planning in a subject including the competency standard, activity, indicator, scoring, time, and source.

2. Lesson Plan (RPP)

That is a learning device that is used as a teacher's guide in teaching and is arranged for each round. Each RP contains basic competencies, indicators of achievement of learning outcomes, specific learning objectives, and teaching and learning activities.

3. Student Activity Sheet

This activity sheet is used by students to assist the process of collecting data on the results of teaching and learning activities.

4. Formative test

This test is structured based on the learning objectives to be achieved, used to measure the ability to understand English concepts on the subject of technological developments for production, communication and transportation. This formative test is given at the end of each round. The form of the questions given is the teacher's choice (objective). Previously these questions amounted to 40 questions that have been tested, then the author conducted an analysis of test items that

have been tested for validity and reliability on each question. This analysis is used to select good questions and meet the requirements used to collect data

Besides that, the researcher also used the observation sheet, because the data needed in this study were obtained through observation of active learning processing, observation of student and teacher activities, and formative tests.

And then, to find out the effectiveness of a method in learning activities, the data in this study was analyzed using qualitative descriptive analysis techniques, which is a research method that is describing reality or facts in accordance with the data obtained with the aim of knowing the learning achievements achieved by students as well as to obtain student responses to learning activities and student activities during the learning process.

To analyze the success rate or percentage of student success after the teaching and learning process in each round, it is done by providing an evaluation in the form of written test questions at the end of each round. This analysis is calculated using simple statistics.

Moreover, in assessing the test or formative test, the researcher summed the scores obtained by the students, which was then divided by the number

of students in the class so that the average formative test could be formulated:

$$X = \frac{\sum X}{\sum N}$$

With: X = Average value
 $\sum X$ = Sum of all student scores
 $\sum N$ = Total students

RESULTS AND DISCUSSION

The research data obtained from the test results of item test items, observational data in the form of observations of the management of cooperative learning with the Numbered Head Together model and observations of student and teacher activities at the end of learning, and formative test data of students in each cycle.

The data from the test item test items were used to get a test that truly represents what is desired. This data was analyzed for the level of validity, reliability, level of difficulty, and distinguishing power.

The observation sheet data was taken from two observations, namely the observation data on the management of cooperative learning with the Numbered Head Together model which was used to determine the effect of the implementation of the Numbered Head Together model in improving student achievement

and observational data on student and teacher activities.

In this current research, the formative test data used to determine the increase of the student achievement after the cooperative learning model Numbered Head Together is applied.

A. Analysis of Item Items

Before carrying out data collection through research instruments in the form of tests and getting a good test, the test data were tested and analyzed.

B. Research Data Analysis Per Cycle

1. Cycle I

a. Planning

At this stage the researcher prepares learning tools consisting of lesson plan 1, formative test questions 1 and supporting teaching tools.

b. Implementation

The implementation of teaching and learning activities for the first cycle was carried out on September 7, 2018 in Class IX with a total of 30 students. In this case, the researcher acted as a teacher. The teaching and learning process referred to the lesson plans that have been prepared. The observation (observation) was carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning

process students were given a formative test I with the aim of knowing the level of success of students in the teaching and learning process that has been carried out.

Based on the research that has been conducted, it can be seen that:

1) Complete learning outcomes

The results of this research showed that the Numbered Head Together model of cooperative learning has a positive impact on improving student achievement. This can be seen from the more solid understanding and mastery of students towards the material that has been delivered by the teacher so far (mastery learning has increased from cycles I, II, and III) which are 60.71%, 75.00%, and 89.29 respectively. %. In cycle III, classical student learning completeness has been achieved.

2) The teacher's ability to manage learning process

Based on the data analysis, it was found that the students' activity in the cooperative learning process of the Numbered Head Together model in each cycle increased. The results showed a positive impact on increasing student achievement and

mastery of the subject matter that has been received so far, which can be shown by the increase in the average score of students in each cycle which continues to increase.

3) Student and teacher activities in the learning process

It showed that the students more involved in the learning process. Almost all of students participated in learning. Besides that, the teachers could encourage the students to be more active.

4) Based on data analysis, it was found that the students' activities in the English learning process with the Numbered Head Together model of cooperative learning were the most dominant, listening/paying attention to the teacher's explanations, and discussions between students/between students and teachers. So it can be said that student activities can be categorized as active. The teacher's activities during learning have carried out the cooperative learning steps of the Numbered Head Together model well. This can be seen from the teacher's activities that appear including guiding and observing students in doing activities, explaining

material that students do not understand, giving feedback/evaluation/questioning questions where the percentage for the above activities is quite large.

CONCLUSION

Based on the results the implementation of the cooperative learning using the number head together model in learning activities at class X.C SMP 3 Muara Bungo that have been carried out for three cycles, and based on all the discussions and analyzes that have been carried out, it can be concluded as follows:

1. Cooperative learning with the Numbered Head Together model has a positive impact in improving the students achievement, which is marked by there was an increase in student learning achievement in each cycle. The results showed cycle I (60.71%), cycle II (75.00%), cycle III (89,29%). From this percentage, we could see there were significant improvement from each cycle.
2. The application of the Numbered Head Together model of cooperative learning has a positive influence, it changed the students attitude toward English learning. This method could increase students' motivation in learning English, this was shown by the enthusiasm of students who stated that students were interested and

interested in Numbered Head Together model of cooperative learning so that they become motivated to learn. This positive attitude could help the students learn English as a foreign language better (Oktavia, 2020).

3. Cooperative learning with the Numbered Head Together model gave a positive impact on cooperation between students, this was indicated by the existence of responsibility in groups where students who are better able to teach their less fortunate friends. Most of students participated in the group. Therefore, not only some students who could improve their abilities in English, but most of them could be improved.

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