IMPROVING COMMUNICATION STUDENT LEARNING RESULT USING NUMBER HEAD TOGETHER STRATEGY ON ENGLISH LESSON AT STATE PRIMARY SCHOOL 023905 BINJE UTARA

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Abstract

This study is categorized as a classroom action research that aims to improve the students of learning result in State Primary School 023905 Binje Utara at Grade V students, academic year 2015/ 2016. This study is a collaborative research which is conducted in two cycles using the two methods of data collection which are observation and questionnaire. The data is first collected and then analyzed by the analysis of qualitative data through two stages, namely the presenting the data and drawing the conclusions. Qualitative analysis is then fitted with a descriptive analysis using quantitative percentage to calculate the score English Learning Activities. Based on the results of the study, it can be concluded that the implementation of Cooperative Learning Model using Numbered Head Together type can improve English Learning Activities of the students of Grade V. It is evidenced by an increasing score on English Learning Activities of the students' of Grade V. It increased from 75% in the first cycle to 89.28% in the second cycle.

Keywords: Cooperative Learning of NHT strategy, Activity, English Lesson, and Activity

Abstrak

Penelitian ini dikategorikan sebagai penelitian tindakan kelas yang bertujuan untuk meningkatkan hasil belajar siswa di Sekolah Dasar Negeri 023905 Binje Utara pada siswa kelas V, tahun akademik 2015 / 2016. Penelitian ini merupakan penelitian kolaboratif yang dilakukan dalam dua siklus menggunakan dua metode pengumpulan data yaitu observasi dan kuesioner. Data dikumpulkan terlebih dahulu dan kemudian dianalisis dengan analisis data kualitatif melalui dua tahap, yaitu penyajian data dan penarikan kesimpulan. Analisis kualitatif kemudian dilengkapi dengan analisis deskriptif menggunakan persentase kuantitatif untuk menghitung skor Aktivitas Belajar Bahasa Inggris. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penerapan Model Pembelajaran Kooperatif tipe Numbered Head Together dapat meningkatkan Aktivitas Belajar Bahasa Inggris siswa kelas V. Hal ini dibuktikan dengan meningkatnya skor Aktivitas Belajar Bahasa Inggris siswa 'dari Grade V. Ini meningkat dari 75% pada siklus pertama menjadi 89,28% pada siklus kedua.

Kata kunci: Pembelajaran Kooperatif, strategi NHT, Aktivitas belajar

I.   Introduction

Education is defined as an attempt to humanize a young man or a young man lifting the human level.[1] Education refers to the systematic process of gaining knowledge and skills through study and instructions. The person providing the instruction is known as teachers. And, the person who receives or gains education is called a student or pupil. as studies have shown that people who speak two or more languages have more active minds later in life. 400 million people around the world speak English as their first language. Not only that, but English is listed as one of the official languages in more than a quarter of the countries in the world. That's a lot of new people you can communicate with just by improving one language.

In the globalization era that is filled by challenges and competitions are super tight, everyone is demanded not only have a high level of education, but also required to have a special capability, commonly called skill. One of the skill that most needed today is English language. In which English has been determined to be one of an international language as verbal language to communicate. Also as an universal language of instruction used in almost every corner of the world.

Language in social life is a major series which highlights the importance of language to an understanding of issues of social and professional concern.[2]Language as a medium of communication between people who are not only from the same state, but also between countries that have different language. From that, formed an international language like English as an unifying language that is almost used all over the world. Caine (2008) has noted that English is spoken worldwide as the first, second, foreign language or other language.[3] It is clear that English language has become more dominant around the world.

English is the one of important language in this world. It is an international language which is spoken in many countries both as a native and as a second or foreign language. It is taught in the school in almost every country in this earth. The fact that English is now the main international language is indisputable. In all aspects of international life – trade, science, diplomacy, education and travel – the common language is English and has been for decades. There are two main reasons why English is the current lingua franca; political history and economics. However, a language can be an international language because of the geographical-historical and socio-cultural.[4]

The field of science and technology also rely on the English language, from one billion documents on the website in 1999s, amounting to 86,5 % used in English. English also used to cooperate in the world of business with entrepreneurs from various countries. Job opportunities for someone who mastered the English language is wide open to welcome work in companies or private organizations or government agencies, also be able to get a good position in that company or institution. It is complicated for someone to gain the considerable job without skill of English. In an increasingly globalized business world, a number of local companies including the Indonesian company has entered into the world trade and use English as the main communication tool, and at the height of international

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[1] Driyarkara. (1950). Driyarkara About Education, Canisius Foundation, Yogyakarta, 1950, P.74.
[2] Fairclough, N. 1989. Language and Power. London: Longman.
[3] Caine, T. M. 2008. Do you Speak Global?: The Spread of English and the Implication for English Language Teaching. Canadian Journal for New Scholars in Education, Vol. 1, Issue 1.
[4] Crystal, D. 1997. English as a Global Language. Cambridge: Cambridge University Press.

companies that enters to the local trade due to the use of English language of business which became increasingly perceived as a necessity.[5]

English will become an international lingua franca for at least the next fifty years and no single language will occupy the monopolistic position in the twenty first century.[6] As an international lingua franca, English not only called as a medium of global communication, but also plays in more important role in education, business, diplomacy, technology, commerce, industry, banking, computing, medicine, aviation, engineering, cultures, social instructions, even in all aspects of life.

Education is very important to improve yourself but learning English also improves the quality of life. You have access to jobs that you could not even take into consideration, you can evaluate an international career and you can live in many countries with the ease of being able to go shopping or negotiate a rent for the house. The benefits they bring in the life of a person's knowledge of the English language are countless. What is important to understand is that the English language is able to knock down a lot of barriers, including cultural ones.

A curriculum is considered the "heart" of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school, but in society as well".[7]

Curriculum development is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them in order to address the society's needs.

To illustrate this contention, let's trace back history. During the ancient times, people taught their children knowledge and skills in order to survive by catching fish or hunting animals for food. They had no formal education during that time, but their children learned and acquired the knowledge and skills for survival. So, during that time, they already had a curriculum which other educators call as, *the saber-tooth curriculum*. This type of curriculum refers to a kind of curriculum that existed during the ancient times in which the purpose of teaching was for survival.

However, when the effects of discoveries and inventions became inevitable, ancient people's way of life had changed for the better. As a result, education became formal and curriculum development evolved as systematic, planned, purposeful and progressive, even today.[8]

Implementation of good teaching is strongly influenced by good planning anyway. Teaching was a core of interaction between teachers and students in the learning process. In

[5] Maurais, J. and Morris, M. A. 2003. Language in a Globalising World. Cambridge: Cambridge University Press.

[6] Graddol, D. 1997. The Future of English? London: The British Council.

[7] Bilbao, P. P., Lucido, P. I., Iringan, T. C., and R. B. Javier. 2008. Curriculum development. Philippines: Lorimar Publishing, Inc.

[8] Alvior. M. 2015. The Meaning and Importance of Curriculum Development. Published on February 28, 2015 at *simplyeducate.me*

the process of learning, the process is interaction between teachers and students who interact. Not only teachers affect students, but students can also affect teachers. The interaction in the learning process not only occurs among students, but among students in human resources (that is, those who can give information), and between students with learning media. Similarly, in the process of teaching English interaction between students and teachers should happen dialog. It is intended that the teacher can give students the motivation to generate interest for conducting study English. As previously disclosed in the learning process interactions occur not only among students, but also between students and students. Teaching system provides opportunities among students to work together in completing structured tasks referred to as the "cooperative learning" or "cooperative learning." In this case, the teacher acts as a facilitator.

The Indonesian government, however, have made an effort to increase the quality of human resources in education. They have regularly revised the curriculum to meet students' needs. The curriculum has gone through some changes, from the education unit level curriculum (KTSP) to the curriculum of 2013 (K-13), which was signified by the integration of religious values, behaviour improvement, and cognitive and psychometric skills enhancement into compulsory subjects at schools. To meet the accumulation principles in learning, students' performance in affective and psychometric skills is organized horizontally through reinforcement and vertically based on the sustainability principle (Kemendikbud, 2012:10).[9]

Learning models help teachers to organize their teaching materials. In the 21st century, students can improve collaboration and teamwork. [10] Through cooperative learning.[11] [12] This constructivist learning model meets the 2013 curriculum requirements and 21st century learning demands.[13] The following are the teaching steps of the NHT-cooperative learning model suggested by some experts.

The purpose of this study was to create an effective and motivation in learning English Study based on the NHT cooperative learning model, which can be utilized in Primary schools. It was expected that this strategy could actively engage students in classroom activities and improve their thinking skills and as a result increase their achievement in English study.

Based on the background of study above, many problems arise. The writer identifies the problem as follows:

    1.   The technique of teaching learning process is boring for the students.

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[9] Kemendikbud. (2012). Dokumen kurikulum 2013 [The K-13 curriculum]. Retrieved 12/03/2016, from http://www. tania.fkiip.uns.ac.id/wp-content/uploads/dokumen-kurikulum-2013.pdf.

[10] Laal, M., Laal, M. & Kermanshahi, Z.K. 2012. 21st century learning; learning in collaboration. Procedia-Social and Behavioral Sciences, 47, 1696 – 1701.

[11] Griffin, P., & Care, E. (2015). Assessment and teaching of 21st century skills: method and approach. New York: Springer.

[12] Johnson, W.D., Johnson, R.T., Smith, K. (2007). The state of cooperative learning in post-secondary and professional settings. Educational Psychology Review, 19, 15 – 29.

[13] Schul, J. (2011). Revisiting an old friend. The practice and promise of cooperative learning for the twenty first century. The Social Studies, 88 – 93.

2. The students tend to be passive in the class..

In this study, the writer limits the problem on: whether using objects in the environment of the students life (animals, fruits, public places, and simple tools) can improve the students learning results by using NHT model, whether it can motivate the students in learning English.

The writer does research in State Primary School 023905, Binje Utara and also wants to know the ability of the students in learning English. The English teacher needs to provide appropriate strategy. The availability of teaching strategy makes the teacher able to create the acceptable learning atmosphere. The strategy help the students understand the teaching materials easily. According to Anyakoha cited in Asokhia (2009:81), the involvement of teachers and learners in improving materials gives students and teachers the opportunity to concretize their creativity, resourcefulness, and imaginative skills. In addition, it helps the teacher manage the class situation to attract the students' attention during the teaching-learning process. In brief, the use of the appropriate NHT strategy in teaching English in the class may help to achieve the learning objectives better.

Based on the reasons above, the writer try to investigate "Improving Student Learning Result Using Number Head Together Strategy on English Lesson at State Primary School 023905 Binje Utara".

Based on the background of the study, the problem of this study is formulated in the form of question as stated: In conducting this writing, the writer states the problem as follow: "Can Number Head Together Strategy improve student learning result on English lesson at the fifth-grade students of State Primay School 023905 Binje Utara in the academic year 2015/2016?"

This study is considered practically, the teachers can get the experience of trying out whatever that they enlight their problem in the process of transferring the knowledge. So, the teaching-learning of English lesson in the class would be well-managed in order to achieve the intended outcome.

Theoretically, the teachers can explain this strategy its practical use in every day life. They also aim to highlight the importance of motivation in teaching practice and the techniques and approaches used to enhance students´ desire to improve their learning results of English lesson as a foreign language. While dealing with communicative activities, they focus on distinguishing them either as accuracy or fluency activities and provided definitions of these terms. The role of a teacher is also discussed suggesting useful ideas to make the English lesson as effective as possible.

II. Review of Literature

1. Cooperative Learning

Cooperative learning is done have succeeded in improving student learning outcomes because it may allow students to learn from a friend. [14] Slavin also found cooperative learning to help each other create the conditions for success with not observed in any other learning. also looked at the results of research in developed countries found that cooperative learning can improve academic achievement both junior high and high school students.

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[14] Ibrahim, Muslimin dkk. 2000. *Pembelajaran Kooperatif*. Surabaya : UNESA

Given the growing importance of interaction in the learning process, the implementation of cooperative learning strategies in education is important also to be implemented are included in the learning process. Although it is recognized that students get the most benefit from discussions that enable them, not many teachers who doing it. The strategy most often used to enable the student is to engage students in a discussion with all students in the class.[15]

2. Numbered Heads Together Strategy (NHT)

Learning model Numbered Heads Together (NHT) is an approach that was developed to involve more students in reviewing the material covered in the lesson and check their understanding of the content of the lesson instead put the question to the whole class Numbered Heads Together (NHT) or if interpreted in Indonesian means Numbered Head Structured technique, this is a sub-division task.[16] With this technique, students learn to carry out his personal responsibility in interrelations with colleagues group. This technique can be used in all subjects and for all age levels of the students. Although it has many in common with other approaches, but this approach gives emphasis on the use of a particular structure that is designed to influence the students' interaction patterns.

Ibrahim (in Nardi, 2011) presents three goals to be achieved in the type cooperative learning with Numbered Heads Together (NHT), namely:

a. The results of structural academic learning. Aiming to improve student performance in academic tasks.

b. Recognition of the diversity. Aiming for students to receive their friends that have various backgrounds.

c. Development of social skills. Aiming to develop social skills student.ability question include sharing tasks, actively ask, respect the opinions of others, willing to explain ideas or opinions, work in groups and so on.

Numbered heads Together (NHT) as a learning model is essentially a variation of group discussion. The hallmark of the NHT is the teacher just point a student representing the group.

a. Group Heterogeneous

b. Any member of the group has a number of heads different

c. Think together (Heads Together).

This appoint such students, teachers without telling in advance who will represent the group.

There are several step in implementing Number Head Together, they are :[17]

1. Divide the students into group of four and give each one a number from one to four

2. Pose a question or a problem to the class

3. Have students gather to think about the question and to make sure everyone in their group understands and can give an answer

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[15] Muhsin, Arief.M. 2012. *The Effectiveness of Positive Feedback in Teaching Speaking Skill*. Lingua Cultura, 10(1), 25-30.

[16] Ibrahim, Muslimin dkk. 2000. *Pembelajaran Kooperatif*. Surabaya : UNESA

[17] Lie, A. (2008). *Cooperative Learning*. Jakarta: Grasindo.

4. Ask the question and call out a number randomly

5. The students with that number raise their hands, and when called on, the students answers for his or her team

    The teacher use four phase structure to asking the question for students in the class, they are :[18]

    a. **Phase I : Numbering**

    In this phase the teacher divide the student into some groups consist of 3 to 5 person and each member of groups given number from 1 to 5

    b. **Phase II : Asking Question**

    Pose a question or a problem to the class and give the groups fifteen minutes oh "Head Together"

    c. **Phase III : Heads Together**

    The students put their head together to decide one appropriate answer making sure that every group member know the agreed upon answer.

    d. **Phase IV : Answering the Question**

    The teacher calls a number at random and only student with the number respond to the question

3. Addvantages and Disadvantages of NHT Strategy

Pictures are needed in the teaching of English vocabulary at Junior High School. A teacher of Junior High School needs a special technique in order to promote the students mastery of the lesson. In the teaching of English vocabulary, for example teachers sometimes finds difficulties to present new materials since the objects frequently cannot be taken into classroom.

The advantages of Numbered head Together (NHT) are:

1. Positive interdependence

    The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.

2. Individual accountability

    Students are accountable to each other for sharing ideas. The student may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question.

3. Equal participation

    Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.

4. Simultaneous interaction

    High degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening

5. Multilevel

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[18] Trianto. (2010). *Mendesain Pembelajaran Innovatif- Progresif*. Jakarta: Kencana.

This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given.

The disadvantages of Numbered Head Together (NHT) are:

1. The smart student will tend to dominate so that it can make the weak students have interior and passive attitude.
2. The discussion process can go smoothly if there are students just simply copy the work of smart students without having an adequate understanding.
3. If there are homogenous group so it will be unfair for the group contained of weak students.
4. Likelihood that number is called, called again by the teacher, means that not all members of the group called by the teacher.

III. Research Method

The research design in this study was the classroom action research (CAR). Classroom action research is a method of finding out what work best in your own classroom so that you can improve students learning. [19]This classroom action research is the way for instructors to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Action research establish self-critical communities of people participating and collaborating on all phases of the research proses: planning, action, observation, and reflection.[20] Action research is aimed towards improvements.[21]
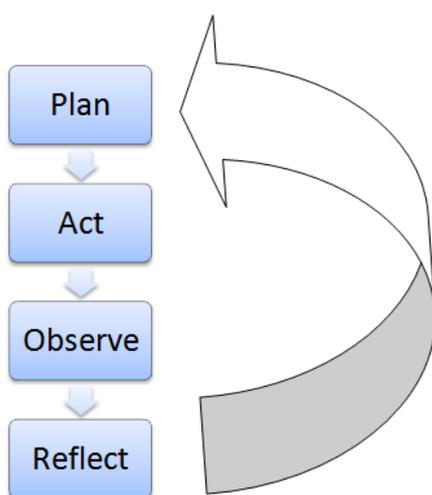

Figure 3.1

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[19] Gwynn Mettetal, 2012. Improving Teaching through Classroom Action Research
. (Online), http://cte.udel.edu/sites/cte.
udel.edu/files/u7/v14n7.htm. accessed on May
20th, 2014

[20] Cohen et al. 2000. Research Method in Education. London : Library of Congress Cataloguing in Publication Data

[21] Kember, D. 2000. *Action Learning and Action Research*. USA: Sylus.

The Action Research Cycles

The subject of this research was the students of Grade V State Primary School 023905 Binje Utara. There were 28 students in the class and they got trouble in studying English lesson . In this case, the teacher chose one of the best strategies . It was Numbered Head Together strategy to improve students learning result.

In scoring, the writer used the ranging score by counting the correct answer and apply this formula:

$$S = \frac{T}{T_t} \times 100\%$$

Where:

S   = the scores

T   = the number of the correct answer

Tt   = the number of the test items.

The writer interpreted the data by giving some information based on the facts and the data.

$$\bar{X} = \frac{\sum fixi}{\sum fi}$$

Where:

$\bar{X}$ = the score

$\sum fixi$ = the number of the students

$\sum fi$ = frequency

IV.   The Result of Study

In the orientation test the mean was only 60%, in Cycle I, the mean was improved and become 75%, and then in the Cycle II test, the mean was improved again and became 89.28%. It proves that the students' vocabulary score was improved after the students were taught English lesson by using Number Head Together (NHT) strategy.

Table 1

Description of Students' Completed Learning Classically Cycle I

Keterangan	Siklus I	
	Hasil	**Persentase**
The number of completed students	21	75%
The number of uncompleted students	7	25%
Total	**28**	**100%**

Formula:

$$Coompleteness\ Classically = \frac{the\ number\ of\ completed\ students}{\sum students} \times 100\%$$

$$= \frac{21}{28} \times 100\%$$

$$= 75\%$$

$$Completeness\ Classically = \frac{\sum \text{the number of uncompleted students}}{\sum students} \text{ x } 100\%$$

$$= \frac{7}{28} \text{ x } 100\%$$

$$= 25\%$$

Table 2
Table of Frequency Distribution Cycle I

Nilai Siswa	f_i	X_i	$f_i x_i$
38,75-46,74			
	1	42,7	42,7
46,75-54,74			
	2	50,7	101,49
54,75-62,74			
	4	58,7	234,98
62,75-70,74			
	10	66,7	667,45
70,75-78,74			
	7	74,7	523,22
78,75-86,74			
	4	82,7	330,98
$\sum$	28	376,5	1900,86

Formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1900,86}{28}$$

$$\bar{x} = 67,88$$

The highest score(Xt) = 86,74   The lowest score (Xr) = 38,75

Range

= 86,74 – 38,75

= 47,99

K = 1 + 3,3 (log n)

$$= 1 + 3,3 \log 28$$
$$= 1 + 3,3 \, (1,45)$$
$$= 1 + 4,79$$
$$= 5,79$$
$$= 6$$
$$\mathrm{P} = \frac{R}{K}$$
$$= 7,9$$
$$= 8$$

Table 3

Description of Students' Completed Learning Classically Cycle II

Ref.	Cycle II	
	Results	**%**
The Number of completed students	25	89.28%
The Number of uncompleted students	3	10.71%
Total	**28**	**100%**

Formula:

$$Completeness\ Classically = \frac{\text{the number of completed students}}{\sum students} \times 100\%$$

$$= \frac{25}{28} \times 100\%$$
$$= 89,28\%$$

$$Completeness\ Classically = \frac{\sum \text{the number of uncompleted students}}{\sum students} \times 100\%$$

$$= \frac{3}{28} \, x \, 100$$
$$= 10,71\%$$

Table 5

Table of Frequency Distribution Cycle II

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No	Nilai Siswa	x_i	f_i	$f_i x_i$
1	52,94-59,93	1	56,4	56,4
2	59,94-66,93	2	63,4	126,87
3	66,94-73,93	5	70,4	352,18
4	73,94-80,93	9	77,4	696,92
5	80,94-87,93	7	84,4	591,92
6	87,94-94,93	4	91,4	365,74
	$\sum$	28	443,6	2489,18

Table 6.
Data Frequency Distribution of Cycle I-II

No	Cycle	Score	Value	Criteria
1	Cycle I	31	62	Enough
2	Cycle II	38	76	Good

Based on the data analysis, it can be concluded that all the students got improvement on their score in learning English lesson from orientation test to cycle I and cycle II test. In cycle II test which was conducted to the students in cycle I of the action research, there were 89.28% or 25 studennts who got the good score. It means that there was an improvement of students in learning English lesson about 75% compared in cycle I test. So, the use of the Number Head Together (NHT) strategy can improve students learning result in English lesson can be said to have achieve its target objective.

V. Conclusion

The learning strategy of Numbered Head Together is used to improve the students learning result by performing 2 test cycles, each of which has four stages of planning, implementation, observation and reflection. Through the data obtained can be interpreted that by using the Numbered Heads Together model the learning outcomes of students can be improved in English lesson in grade V. Based on result of data analysis, result of student learning on cognitive aspect in cycle 1 there are 21 students or 75% that have score of completed, and on cognitive aspect in cycle II level of classically completeness is achieved because as many as 25 students or 89.28% have score of completed. While on the affective

and psychomotor aspects, students experienced an increase with an average value of 76 that belong to category of good

To achive the standard passing score, according to the Departement Education Criteria, teachers should try to apply some strategies. So that, the students are motivated and interested in English.

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