THE IMPLEMENTATION OF NHT (NUMBER HEAD TOGETHER) IN TEACHING ENGLISH TO STUDENTS OF ETP (ENGLISH TUTORIAL PROGRAM) AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Submitted as Partial Fulfillment of Requirement for Getting Barchelor Degree of Education in Department of English Education

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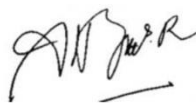MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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ACCEPTANCE

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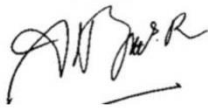By

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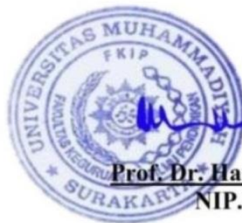
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THE IMPLEMENTATION OF NHT (NUMBER HEAD TOGETHER) IN TEACHING ENGLISH TO STUDENTS OF ETP (ENGLISH TUTORIAL PROGRAM) AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi NHT (Number Head Together) dalam pembelajaran Bahasa Inggris kepada mahasiswa ETP Ilmu Gizi di UMS, dan respon mahasiswa terhadap penerapan strategi tersebut. Penelitian ini merupakan penelitian kualitatif deskriptif. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Untuk menganalisis data, peneliti menggunakan analisis interaktif. Hasil penelitian menunjukkan bahwa prosedur pengajaran adalah: 1) pendahuluan, 2) kegiatan inti (tahap 1: angka, tahap 2: mengajukan pertanyaan (pertanyaan), tahap 3: berpikir bersama (kepala bersama), tahap 4: menjawab, 3) menutup adalah tahap evaluasi. Dalam hal ini, tutor memberikan penghargaan kepada siswanya untuk memotivasi. Alhasil, siswa termotivasi untuk mengikuti pembelajaran dengan menggunakan strategi pembelajaran ini. Mereka menjawab bahwa strateginya menyenangkan dan menarik. Selain itu, mereka dapat memahami pelajaran dengan mudah. Respon tersebut mengandung makna bahwa NHT dapat memotivasi siswa dalam belajar.

Kata kunci: Numbered Heads Together (NHT), ETP, motivasi siswa, kelas bahasa Inggris.

Abstract

The study aims to describe the implementation of NHT (Number Head Together) in teaching English to ETP Nutrition Science students at UMS, and the students' response to the implementation of the strategy. This research is descriptive qualitative research. The data was collected by conducting observation, interviews, and documentation. To analyze the data, the researcher used interactive analysis. the results showed that the teaching procedure was: 1) introduction, 2) core activities (phase 1: number, stage 2: asking questions (questions), phase 3: thinking together (heads together), phase 4 : answering, 3) closing is the evaluation stage. In this case, the tutor rewarded the students to motivate. As a result, the students were motivated to join the lessons using this teaching strategy. They replied that the strategy was fun and interesting. In addition, they can understand the lesson easily. This response implies that NHT can motivate students in learning.

Keywords: Numbered Heads Together (NHT), ETP, student motivation, English classes.

1. INTRODUCTION

In Muhammadiyah University of Surakarta, non-English department students must join an English program to improve their ability to speak and write. The program is called ETP. This program is designed with curriculum organized by LPIDB (Institute for The Development of Basic Sciences and Language). This is done based on the needs of new students so that they can master the basic knowledge of English. This is given as one of the provisions for students to understand literature during their study at UMS and expect each student to gain their confidence in English.

In this study, the researcher intends to examine the implementation of strategies to motivate students in learning English. The subjects in this study were ETP Nutrition Science students in UMS semester 1 academic year 2019/2020 which consisted of 24

students, consisting of 12 female students and 12 male students as well as 1 tutor from the Nutrition Science study program.

In an effort to motivate students, the tutors implemented a cooperative learning model type Head Together Numbered NHT. NHT learning model is a technique that requires students to express ideas quickly, this model is based on the theory of constructivism learning. NHT learning will develop students to communicate with each other.

In accordance with the background of the above problems, the research aims to: (1) Describe the implementation of NHT in teaching English to ETP Nutrition Science students at UMS. (2) Describe the student's response to the implementation of NHT.

2. METHODS

This a descriptive qualitative research which aims to describe people's behavior, field events, and certain activities in depth. The descriptive research is a study that describes a variable that favors the problems studied without questioning the relationship between variables.

The research subjects were ETP Nutrition Science students in UMS semester 1 academic year 2019/2020 and a tutor from Nutrition Science study program. The data was collected using observation, interview and documentation. In this study, the researcher observed and recorded the Implementation of NHT in ETP UMS. Interview was applied by asking questions to three students who joined ETP and the tutor to obtain the necessary data in a more accurate and accountable way. Documentation was applied to obtain data related to the number of students, a list of student names sampled for research, existing facilities, and an overview of the atmosphere of ETP English learning process in UMS.

3. FINDINGS AND DISCUSSIONS
3.1 FINDINGS
3.1.1 The Student Response to The Implementation of NHT

Observations were made to find out the activities of the students during the learning process through the cooperative type of learning Number of Heads Together (NHT). Based on the results of the first observation, it can be seen that the students are not used to learning using cooperative type Numbered Head Together (NHT), which can be seen from some students who are not used to grouping learning and discussing with their

groups in following the learning process. In addition, the students have not been able to resolve the problem quickly, and there are still students who do not appreciate the opinions of other students.

Some other things seemed, when the tutors divided the students into several groups of students began to take the learning seriously. However, when the tutor gives the opportunity to read his work in front of the class, some students are quite enthusiastic and compete to be able to read it in front of the class.

Table 1. Observations of Student Activities (NHT Learning)

No.	Student Behavior in Implementing Learning Activities	Meeting To -							
		1		2		3		4	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Form groups heterogeneously.	√		√		√		√	
2.	Discuss the subject matter with friends in the group.		✖		✖	√		√	
3.	Understand materials and tasks in groups.	√		√		√		√	
4.	Cooperate with other the students.		✖	√		√		√	
5.	Discuss worksheets with friends in their groups.	√		√		√		√	
6.	Present their group worksheet in a class.	√		√		√		√	
7.	Actively learning.	√		√		√		√	
8.	Make your own conclusions about the lessons learned.	√		√		√		√	
9.	Answer questions appropriately during the lesson.	√		√		√		√	
10.	Respect for opinions among the students	√		√		√		√	
11.	The students can solve the problem quickly.		✖		✖	√		√	
12.	The students can be motivated during the lesson.	√		√		√		√	

Based on the observations table of student activities at the first meeting and the second meeting, it can be seen that the students have formed groups heterogeneously, understood the materials and tasks in groups, discussed worksheets with friends in their groups and worked closely with their group friends. In addition, the students also presented the results of their group work in the classroom, conducting active learning.

Judging from the observation guidelines at the first and second learning meetings there are only two (2) aspects that are not done by the students, namely *discussing the subject matter with friends in the group and students can solve problems quickly.*

Based on the implementation of the lessons that have been done at the third and fourth meetings, the researchers obtained several notes. The data obtained is the results of research observations, observation results, and based on the results of interviews of tutors and students. At the third and fourth meetings everything that has been planned at the planning stage has been executed and implemented properly and the motivation is increased.

During the learning process using the Numbered Head Together (NHT) learning model, researchers did not experience many obstacles. All students can carry out their duties and obligations properly. The students seemed happy and excited when they followed the learning process. This is supported by the increasing motivation of the students.

The results of the implementation of head together (NHT) learning models are numbered in this process, in accordance with the expectations of researchers. Students' learning motivation to learn English increased due to the large number of student questionnaire points stating that students enjoy taking time to learn and read books related to English. Students desire and desire for high success because most students enjoy using their free time to learn and read books related to English.

Students no longer feel saturated learning English because students feel that learning with discussions can make them exchange ideas and information with their peers, and there are some students who enjoy discussing while learning English in class.

In conducting NHT implementation research, reseacher is very happy because it gets a good welcome from tutors and students. During NHT learning, students are never absent and they are very enthusiastic. The following the reseacher gave student reviews during NHT learning and interview results to the students after conducting NHT learning.

Table 2. Student Interview Results (After NHT Learning)

The reseacher Questions	Student Answer
What is the impression and message after carrying out learning with NHT type cooperative model?	Fun. Learning becomes not monotonous. We are interested in following the learning with this model at the next time.
Can your NHT-type cooperative learning models work together?	Yes, we discussed each other and worked well and pleasantly.

Is it after NHT learning that the understanding of the material can be increased?	Yes we can understand the theme of the material quickly and our English skills are progressing.
What are the suggestions to improve the learning process with this NHT type cooperative model?	It's still about time, time is made longer.

With the learning of this NHT model, creating a new and enjoyable learning atmosphere, students are increasingly excited and motivated in understanding the materials provided in the teaching and learning process so that they have readiness when the tutor gives questions. NHT learning models require students to collaborate in groups to gain an understanding of the material with the aim of getting the group to grow together.

Each member is instilled to be responsible for the progress of a group so that each student can play an active role in learning activities and the student's learning spirit also appears. Tutors will guide students in obtaining conclusions and evaluation of the learning process that has been passed.

After going through the above stages, the tutor will give a gift so that the students' spirit in learning will increase. This can be a motivation for the students because the points earned are not only for the students themselves but also the gain for the group.

The positive response from the students can be seen from the results of the interview to the students. The influence of this NHT type cooperative learning model is able to change the learning process that originally passed students to become more active students. The students felt that there was an effort to improve learning that improved the quality of learning on measuring instruments and values of embedded cooperation, respect for the opinions of others, and dare to express opinions. With a pleasant learning atmosphere spurs high learning motivation so as to encourage the improvement of student achievement. Because they enjoy a fun and interesting learning process, the students do not realize that the learning time must end.

3.2 Discussions

According to Ibrahim (2000:28), Cooperative Learning Model Numbered Head Together (NHT) has elements of teaching and learning model, namely: 1) Introduction, 2) Core Activities include: Phase 1: Numbering, Phase 2: Asking questions (Questions), Phase 3 : Thinking Together (Heads Together), Phase 4 : Answering, 3) Closing is the evaluation stage. The findings of the study show the NHT procedure as follows:

Table 3. NHT Learning Steps in ETP UMS	
Intrduction	→ Tutors greet, pray, check the attendance list, convey the purpose of learning and tutors provide motivation to the students.
	→ Tutor performs an aperception (reviews the material)
Core Activities	▪ Numbering, grouping from 24 students (12 boys and 12 girls) into 6 groups of 4 people each. Each member of the group is given a head number. Giving Quizzes and Assignments (Questioning)
	▪ Heads Together, discuss
	▪ Tutors guide the course of discussion
	▪ Presentation (Answering)
Cover	→ Evaluation
	→ Conclusion by Tutor
	→ Strengthening conclusions.
	→ Give homework.
	→ Give the next lesson.
Reward	Give reward to motivate the students.

Based on the findings as written in the table above, it was found that the implementation of NHT in ETP UMS is in accordance with Ibrahim's theory (2000: 28). Researchers give the addition of "Reward" which is to reward students with the aim of generating motivation and spirit in learning. This fun and exciting learning is very welcomed by ETP students. In fact, they are very enthusiastic to attend the next NHT learning meeting.

The tutor explains the learning procedures or rules that will take place clearly so that all students can understand well. Tutors facilitate and direct students in forming groups with efficient transitions. Once the group is formed, the Tutor gives directions on how to group the discussions, where the Tutor asks questions to students who have randomly the same numbered heads and then the tutor observes the student in the discussion.

The ability of tutors in the implementation of NHT, according to the observations of researchers is very good, so that the atmosphere of thinking together Phase becomes exciting and enjoyable, students respect each other's opinions so that the atmosphere of discussion and answering is very comfortable.

4. CLOSING

4.1 Conclusion

Based on the results of research and discussion it can be concluded as follows :

1) Number Head Together was implemented by the tutor in teaching English to the Nutrition Science Students of ETP at UMS. The teaching procedures were in line with Ibrahim's theory namely, 1) Introduction, 2) Core Activities covering: ***Phase 1: Numbering, Phase 2: Asking questions (Questioning), Phase 3: Thinking together (Heads Together), Phase 4 : Answering, 3)* C**losing is the evaluation stage. In this case, the tutor gave reward in order that the students were motivated.

2) The students were motivated in joining the lesson using this teaching strategy. They responded that the strategy was fun and interesting. In addition, they could understand the lesson easily. These responses imply that NHT can arouse the students' motivation in learning.

4.2 Implication

The implication of the study is as follows :

1) Number Head Together (NHT) can be adopted as the strategies in teaching English. This strategy can be applied by adding various strategies depending on the students' characteristics and the teaching situation.

2) Number Head Together (NHT) can arouse the students' motivation in learning English.

4.3 Suggestion

Based on the conclusion and implication, some suggestions can be summarized as follows :

1) Tutors can implement cooperative learning type Number Head Together (NHT) in English learning activities because learning using this model can increase the motivation of students in the classroom.

2) The tutors should be creative in implementing Number Head Together (NHT) cooperative learning model. They can apply various strategies, such as giving reward, music, pictures, etc.

3) Other researchers can investigate the problems faced by English tutors in implementing NHT.

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