The Implementation of Using Numbered Head Together (NHT) Learning Model to Improve Students' Speaking Achievement

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How to cite:
Kusuma, D. D., & Rahayu, E. M. (2024). The Implementation of Using Numbered Head Together (NHT) Learning Model to Improve Students' Speaking Achievement. *Edunesia : Jurnal Ilmiah Pendidikan, 5*(2), 827-847.

Abstract: The purpose of the study was to describe the implementation of the Numbered Head Together (NHT) Learning model to improve students' speaking achievement. The students' pretest results led to this study's conduct. Merely ten pupils surpassed the minimal scoring requirements (KKM). The Classroom Action Research (CAR) research method was employed. This research was conducted at SMAN 4 Sidoajo. The subject of this research was the first-grade students (10th) in SMAN 4 Sidoarjo. The participants were from class X-K, consisting of 40 students (17 males and 23 females). This research was carried out from November 16 until December 7, 2023. The tools were a questionnaire, an observation sheet, and a subjective test. Observations were analyzed using descriptive qualitative. Subjective tests were analyzed using the percentage of data. Questionnaires were analyzed using quantitative Percentage data. The students' speaking scores improved from 78% to 90%; out of 40 students, 36 passed the test. Additionally, there was an increase in the student's participation on the observation sheet and in their answers to the Questionnaire Questionnaire distributed at the previous meeting. As a result, teaching with the NHT learning approach can improve students' speaking achievement.

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi penggunaan model pembelajaran Numbered Head Together (NHT) untuk meningkatkan prestasi berbicara siswa. Hasil pra-siklus siswa adalah yang melatarbelakangi penelitian ini. Hanya 10 siswa yang melampui kriteria nilai minimal (KKM). Metode Penelitian Tindakan Kelas (PTK) digunakan dalam penelitian ini. Penelitian ini dilakukan di SMAN 4 Sidoajo, Subjek penelitian ini adalah siswa kelas X di SMAN 4 Sidoarjo. Partisipan penelitian ini adalah siswa kelas X-K, yang terdiri dari 40 siswa (17 laki-laki dan 23 perempuan). Waktu penelitian ini dilaksanakan pada tanggal 16 November sampai dengan 7 Desember 2023. Instrumen yang digunakan adalah kuesioner, lembar observasi, dan tes subjektif. Hasil observasi dianalisis secara deskriptif kualitatif. Tes subjektif dianalisis dengan menggunakan persentase. Angket dianalisis dengan menggunakan data persentase kuantitatif. Hasil penelitian menunjukkan bahwa nilai berbicara siswa meningkat dari 78% menjadi 90% dan dari 40 siswa, 36 siswa dinyatakan lulus. dan juga keaktifan siswa pada lembar observasi dan respon mereka terhadap kuesioner yang diberikan pada pertemuan terakhir menunjukkan peningkatan. Oleh karena itu, pembelajaran menggunakan model pembelajaran NHT dapat meningkatkan Hasil Belajar Speaking Siswa.

A. Introduction

Speaking is one of the most crucial abilities to acquire and improve as a tool for effective communication (Dilobar, 2022). Speaking persuasively and reflecting one's ideas, feelings, and beliefs while persuading others has several benefits. It enhances confidence and negotiation skills (Octavia et al., 2023). Students need help learning to speak, especially in Indonesia, where English is not the primary language. Many students struggle in various ways to improve their speaking skills. One of the problems often faced by students is the need for proper vocabulary, which they frequently encounter (Asworo, 2019).

Students might have needed help finding the correct words when speaking, which could have impeded their ability to communicate concepts succinctly and precisely. Additionally, students needed help comprehending and applying proper grammar. They can need to help comprehend grammar principles, appropriately construct phrases, or avoid prevalent speaking blunders (Fitri, 2020).

Psychological factors also impact students' verbal fluency. Some pupils find it difficult or frightening to speak in front of others. Worry or nervousness can hinder their ability to talk boldly and communicate their thoughts (Sari, 2022). This may severely impact their communication capacity, particularly in classroom settings requiring active engagement. Students should often practice speaking continuously with their friends. Students need to interact socially with their friends to increase their confidence (Suari, 2022).

The Merdeka curriculum places greater demands on students' speaking abilities. Students must express themselves clearly, analyze critically, and communicate successfully. It is critical to create learning strategies that can satisfy the Merdeka Curriculum's emphasis on project-based learning and active student participation (Burns, 2019). To aid pupils in their learning, teachers must possess the ability to apply strategies with skill and efficacy (Rahayu & Mabruroh, 2023). Some pupils struggle more with group projects and self-expression. Consequently, it will affect students' marks as well. In order to maximize the achievement of learning objectives and boost students' motivation to study, suitable learning strategies and models must be chosen. This will allow students to actively participate in learning (Yudhistari & Purnomo, 2023).

After the Researcher conducted research in class X-K at SMAN 4 Sidoarjo, the results of the student pretest showed that 75% (thirty students) of the students were below the KKM. The KKM that has been used is 75. Students' speaking ability in class tends to be frightening when speaking in front of others. Students' lack of courage in speaking included psychological factors because they believed their English was lacking, fear of making mistakes and receiving criticism from others, and a lack of speaking experience and practice (Sari, 2022). The students experience this because the teacher needs to use the right strategies. Learning strategies in speaking are crucial, especially when using the proper learning techniques. The process of learning the language will be substantially enhanced by using the proper tactics (Okumura et al., 2020).

By looking at these facts, it is essential to introduce a diverse learning model that can improve their social interaction skills. One alternative to improving student learning

outcomes is to select creative teaching methods by educators (Taufik et al., 2019). Group projects can enhance the classroom when they are implemented. So that students can interact socially with others, thus increasing their self-confidence (Wahyuningsih, 2018). One of the learning models that used group projects is Numbered Head Together (NHT) because NHT improves students' speaking abilities, which can be improved by encouraging group collaboration and the development of social skills (Hasanah & Himami, 2021).

NHT is one kind of cooperative learning that emphasizes a unique framework created to impact student interaction patterns to enhance academic mastery superiority in the classroom (Atthacariya et al., 2021). Each student is responsible for learning the material in NHT, a cooperative learning method. Each student is given a number (ranging from one to the number allowed in each group) after being divided into groups (Sambayu & Lestari, 2020). In general, NHT is used to engage students in deepening their understanding of learning or to assess students' comprehension of learning materials (Yenti et al., 2016).

They are supported by the findings of Lestari (2020) research. Their study concludes that compared to classes that do not utilize the NHT model, social skills and student learning results are higher in the NHT model-using classes. In the other research by (Nurwadani et al., 2021), Since 60% of the 35 students in class VII-B at SMP Negeri 4 Kota Bima are in the very high, high, or medium motivated categories, their level of interest in learning is in the high category. The previous findings were conducted in elementary schools and the other in junior high schools. However, in this study, the Researcher would like to develop the research in senior high school.

This research is essential to improving students' speaking achievement. The Researcher limited this research only to describing the material used in the Procedure text for students in phase F with NHT as the learning model. The Researcher also examined the implementation of the NHT learning model to improve students' speaking learning outcomes. The study aimed to describe the implementation of the Numbered Head Together (NHT) Learning model to improve students' speaking achievement. Students learn to talk more intently to get to know one another better and create enduring social bonds. They also learn how to collaborate in teams to get to know one another better and create enduring social bonds.

B. Method

This study used the Classroom Action Research (CAR) research approach. Action research is any methodical study done by teacher researchers, principals, school counselors, or other individuals involved in the teaching and learning environment to find out more about how their particular schools function, how they teach, and how well their kids learn. This suggests that CAR's objective is to improve educational practice by resolving problems related to the teaching and learning process (Meesuk et al., 2020).

This study was conducted in multiple phases, some of which were repeated. The widely recognized Classroom Action Research cycle consists of four steps: planning, acting, observing, and reflecting (Ridwan & Athena, 2023).
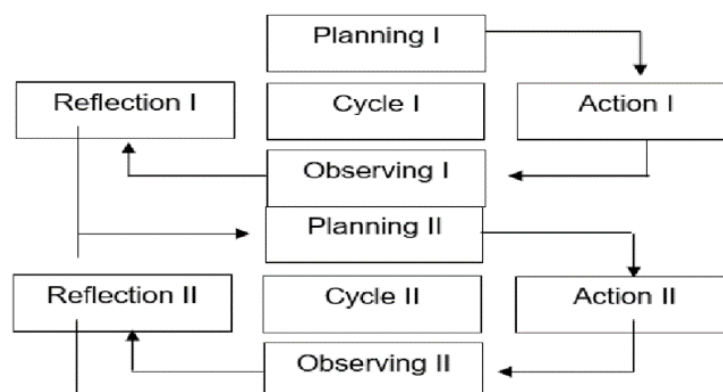
Figure 1. Chart of Classroom Action Research By Kemmis and
Mc Taggart cited in (Berminati et al., 2023)

This study used collaborative classroom action research as the research design. The Researcher worked with a fellow researcher who was an educator as well. During the study's implementation, the Researcher took on the role of an English teacher and instructed students on speaking utilizing the NHT approach. As an observer, the second Researcher — a teacher — watches teaching and learning activities throughout the spoken learning process. She was Laili Rahma, the observer. This collaborative's goal was to provide an empirically based solution to a common practice problem that would eventually enhance students' learning (Ridwan & Athena, 2023).

Since the Researcher identified a challenge with classroom learning, the Researcher used classroom action research — students' ability to speak English while learning directly impacts this issue. In order to solve the issue, the Researcher wanted to act. In order to tackle the problem, the choice of action must also be thoroughly thought out. The choice of classroom action research in this study is highly appropriate because this research method involves cycles of action, where the same activity is repeated but with modifications to better address the issue at hand (Muliandari, 2019).

This research was conducted at SMAN 4 Sidoajo, Raya Suko Street, Sidoarjo, East Java 61251. The first-grade kids (10th) in SMAN 4 Sidoarjo were the focus of this study. Forty kids in class X-K took part (17 males and 23 girls). The study was conducted at SMAN 4 Sidoarjo from November 16, 2023, until December 7, 2023.

In the initial stage, researchers conducted a pretest on October 26, 2023, and then continued with Cycle 1, held on November 16, 2023. The last is Cycle 2, which was held on November 19, 2023. It was necessary to hold cycle two so that researchers could make adjustments in light of the outcomes of the first cycle. By reacting to the previous cycle's findings and suggestions, researchers could make ongoing improvements and create new initiatives.

The tools were observation, a test, and a questionnaire. The methods used to analyze the data were purely descriptive. One method that could be used is to employ observation as a research tool to gather information from the Researcher acting as a teacher. A

questionnaire and a test were used as research tools to gather information from the pupils' results.

In the observations phase, the Researcher, as a teacher, made participant observations assisted by other Researchers who were also teachers in the classroom, so this observation was carried out in collaboration with other Researchers. The other Researcher as a collaborator was Laili Rahma, who observed the learning process and the research process or data collection carried out by the Researcher. Each of these learning activities had to be documented by the collaborator.

CollaboratorsCollaborators were also given an observation sheet containing the learning process from opening to closing, applying the Numbered Head Together Learning model for learning speaking, teacher and student activities, student-teacher interaction, and students' speaking skills. The Researcher and observer not only observe just once time but also in every meeting. This study would have two cycles or two meetings so that the observation would be held during every cycle. It is held during cycle one and cycle 2 for 90 minutes in each cycle.

The next stage was the test. It was separated into pre- and post-test sections. The test was a subjective test because speaking ability itself was subjective. The test was conducted twice. An example of a speaking test is: Make a procedure text about healthy food with the title that has been determined individually, then record your voice. After that, collect it on Google Drive, which is already available. The test assessment is based on the speaking assessment rubric.

The last stage was the questionnaire questionnaire. When conducting a research study, a questionnaire is a crucial tool that aids in the collection of pertinent data regarding the study's topic. The questionnaire design must be carefully considered to reduce errors, as this is crucial (Taherdoost, 2022). The study's closed-ended questionnaire questionnaire was used. There were ten inquiries. Students' responses to a research questionnaire about using the Numbered Head Together (NHT) speaking learning paradigm are included here. Google Forms was used to administer this questionnaire questionnaire.

C. Result and Discussion

Result

1. Pretest

The teacher gave a pretest to obtain the base data. Before beginning a new study unit, the teacher at every grade level and discipline needs to ascertain what the students already know and are capable of. Pretests that evaluated students' proficiency in the skills that would be covered in a single unit are one method of arriving at this decision (Amaliyah & Rahayu, 2023). The Pretest was conducted in class X-K on October 26, 2023. The test was subjective. By using pretests in a diverse classroom, teachers could assess the needs of their students and modify their instruction to meet each student's needs. The test results given to students were quantitative data, which were analyzed descriptively and quantitatively. Data on the improvement of learning outcomes were obtained from the evaluation results

of each cycle, where the data was obtained by giving a series of tests that had been prepared beforehand.

The test was related to the procedure text. This cycle was conducted for the first time. Namely, the Pretest was implemented before cycle one. The test was conducted during the learning process, in which students were asked to create a procedure text personally according to the title given by the Researcher. Then, students recorded their voices when reading the text and collected it on Google Drive. The following were the results of the tests conducted before cycle 1 (Pretest).

Figure 2. Summary of the Assessment on Pretest in Pie-Diagram

Of the pupils who took the Pretest, only twenty-five percent scored higher than the minimal requirements for mastery learning (KKM). Thirty students, or seventy percent of the students, did not meet that requirement. The analysis revealed that nearly every student in class X-K at SMAN 4 Sidoajo needed better speaking abilities.

2. Cycle 1

The learning activities in cycle 1 were carried out in one meeting. The following was the design of the activities carried out in the first learning cycle. Cycle 1 was held on November 16, 2023, in class X-K.

The activities carried out in the planning stage were as follows: First, the Researcher reviewed the announced learning materials and indicators. Second, the Researcher prepared a lesson plan or teacher's module according to predetermined indicators and project-based learning (PJBL) scenarios. The teaching module used in cycle 1 is about healthy food text procedure material. Third, the Researcher developed a lesson plan or teacher module and consulted the created plan with the tutor or English teacher at SMAN 4 Sidoarjo. After that, the Researcher prepared the learning model NHT. The last step involved preparing evaluation tools.

The actions at this stage are described as follows: First, the teacher conducted classroom learning and explained the lesson's goals while providing guidance on

perception. Subsequently, the teacher delivered the lesson to students, encouraging interaction and dividing the class into groups of four to five pupils each. Each group member was assigned a pin number, and specific roles were assigned: the first player focused on goals/aims, the second on materials/ingredients, the third on equipment, and the fourth and fifth on the steps. The teacher presented a challenge for the group to tackle together, using the NHT learning approach to facilitate speaking practice.

In the observation phase, the observer conducted a direct assessment of various aspects, including the teacher's readiness in terms of teaching tools and materials, the teacher's ability to motivate students and effectively communicate learning objectives, the teacher's aptitude in class management, the teacher's proficiency in delivering material using the NHT learning model, and the teacher's capability to assess student learning outcomes. Additionally, the observer assessed the teacher's ability to guide and provide reinforcement conclusions.

The last was reflection. The teacher measured learning throughout the initial cycle, assessing both the procedure and outcomes of the first cycle. The teacher compiled a list of issues that emerged during the first cycle, identifying areas that may require attention or improvement.

Post-test one was carried out when cycle one was carried out. The test was carried out at the end of learning in the form of students being asked to create a procedure text with their group divided according to the title given by the Researcher. Then, students recorded their voices when reading the text and collected it on Google Drive. Then, students presented the results in front of the class. The following were the results of the tests conducted during cycle 1 (Post-test 1):
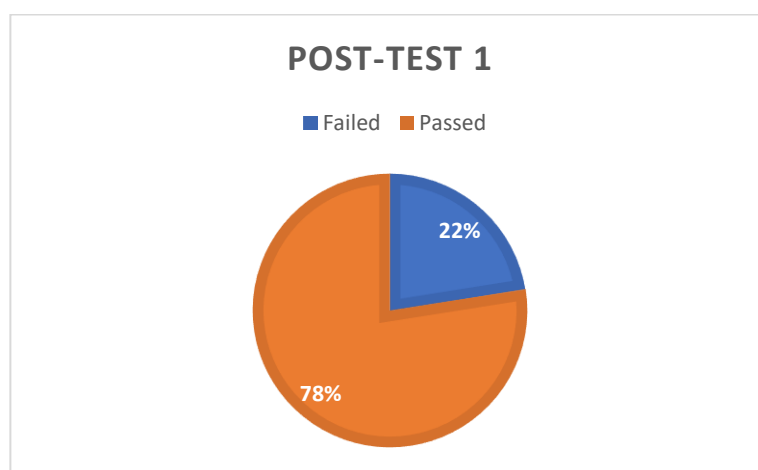

Figure 3. Summary of the Assessment on Post-Test 1 in Pie Diagram

Based on the results of Post-test 1, 23% (nine students) of the students they got scores below the minimum criteria of mastery learning (KKM). Meanwhile, 78% (thirty-one students) of the students were above that criterion. From the analysis results, almost all

students in class X-K at SMAN 4 Sidoarjo improved their speaking results compared to the Pretest.

3.   Cycle 2

Cycle 2 took place on November 19, 2023, in class X-K. The teaching method or intervention can be improved and adjusted in light of the observations and conclusions from Cycle 1, which contributed to improving the strategy's efficacy. Validation of Results: The results could be validated by conducting the action research again in a second cycle. A second cycle would assist in guaranteeing the persistence and generalizability of the modifications if Cycle 1 showed positive results.

In the planning, the teacher developed a lesson plan or teacher's module according to indicators that had been prepared previously and adjusted the learning syntax of Project Based Learning (PJBL) scenarios. The teaching module used in cycle 2 is about healthy live text procedure material. Then, the teacher prepared the learning model and an evaluation tool in the form of a speaking test.

In the action stage, the teacher opened the meeting and reviewed the material from the previous meeting. After the review, the teacher conducted an apperception and explained the learning objectives. Next, the teacher presented the material. The teacher facilitated interaction in learning and divided the class into several groups, each containing three people.

In this cycle, the observation was carried out for the last time. An observer still assisted the Researcher; the observer was Laili Rahma, a class XI teacher. The time used to observe activities in the classroom was 90 minutes, starting from the teacher opening the learning activities until the closing.

In the last stage, the teacher reviewed the implementation of the second learning cycle, evaluated the process and learning outcomes of the second cycle, made a list of problems that occurred in the second cycle, and concluded the activities.

In Cycle 2, Post-test 2 was the final test to be administered. The test was given after the course, and it took the form of an activity where students had to record audio regarding procedure texts in groups based on the prearranged groupings. Students did better on Post-test 2. In response, the students focused more intently on the instructor and raised questions about the content they were unfamiliar with. The Researcher also discovered student accomplishments from the figure:
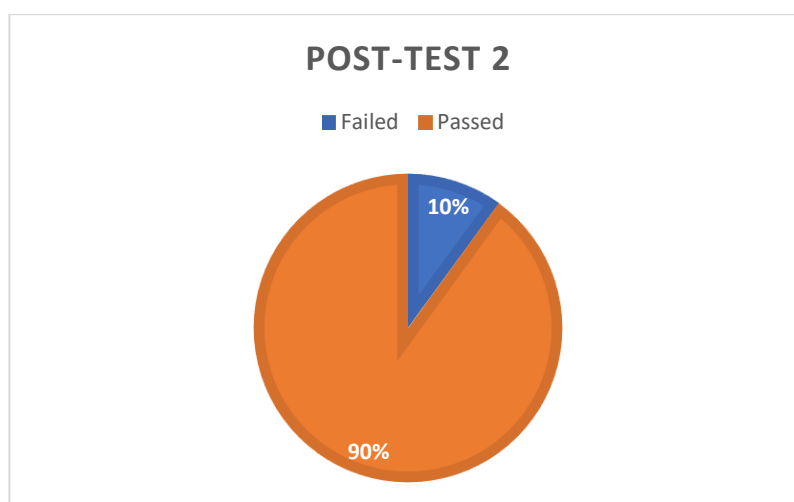
Figure 4. Summary of the Assessment on Post-Test 2 in Pie Diagram

The results from Post-test 2 showed that the highest percentage of all students was 78% to 90%. Out of 40 students, 36 students passed the minimum standard of mastery. In summary, the NHT learning model can improve students' speaking achievement.
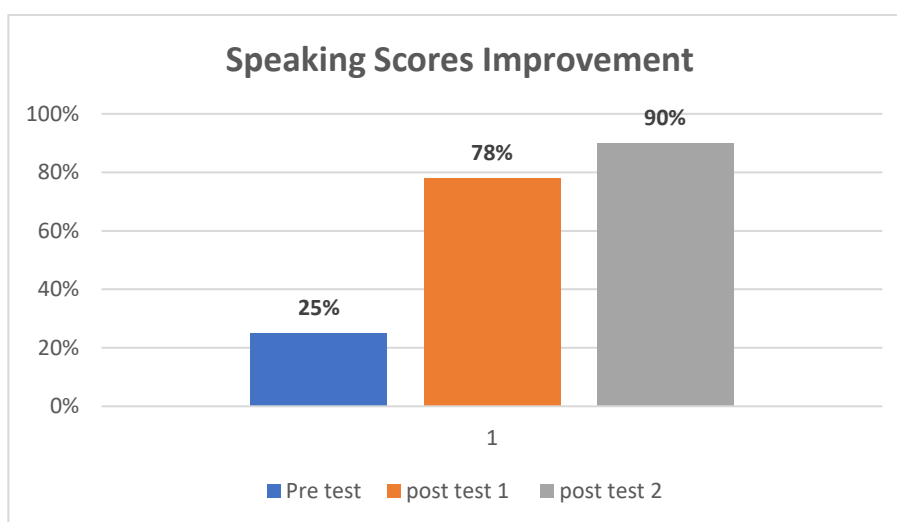

Figure 5. Increase in Learning Outcomes in the Pre test, Post-test 1 and 2

Based on Figure 5, the comparison graph of the action results listed above, it can be concluded that the actions provided during cycle one and cycle 2 showed satisfactory improvement. This shows that the use of NHT as a learning model to support speaking practice in English learning is proven to improve students' speaking achievement. The learning process can be implemented by what is planned in the lesson plan. Besides that, there is no need for changes in the design or design of learning and its devices. Cycle 2 of learning, using NHT as a learning model, obtained satisfactory learning outcomes, and learning can be said to be complete, reaching 90%. This means learning by using Numbered Head together as a learning model to improve students' speaking achievement is completed.

4. Observation

Observations were made of the teacher's behavior. In addition, the problems of students and teachers during the teaching and learning process were examined before, during, and after the practice of speaking through observation. Observations were made when the teacher carried out the learning process. This observation was in the form of checklist notes and consisted of several indicators related to the learning process from opening to closing. The observer completed the observation sheet as part of this activity. Where the observer observed the teacher during learning in the classroom. Observers put a checkmark on the indicators on the observation sheet, indicating whether they had been implemented, sufficiently implemented, or had yet to be implemented.

An observer assisted the Researcher, Laili Rahma, who was also a teacher. There were two cycles, so observations were made in each cycle. Observations were carried out for 90 minutes during cycles one and two. In the first cycle, which was held on November 16, 2023, the Researcher was assisted by an observer to observe the teacher.

In cycle 1, the observer conducted a direct assessment of various aspects, including the teacher's readiness in terms of teaching tools and materials, the teacher's ability to motivate students and effectively communicate learning objectives, the teacher's aptitude in class management, the teacher's proficiency in delivering material using the NHT learning model, and the teacher's capability to assess student learning outcomes. Additionally, the observer assessed the teacher's ability to guide and provide reinforcement conclusions.

The observation period for learning activities in the classroom they lasted for 90 minutes, encompassing the teacher's opening of the learning activities to the closing of the session. This comprehensive observation aimed to gather valuable insights into the effectiveness of teaching methods and their impact on student learning outcomes.

As a result of the observation in cycle 1, some indicators were checked with 'moderately implemented' because there were still obstacles in dividing students into groups, each containing 1-5 members. This made the class noisy. Students could not concentrate with the teacher, so they still needed clarification about applying the technique.

The other indicator concerned the teacher's evaluation of the student's work. To share the outcomes of the discussion, the teacher called on a certain number of students. The teacher instructed students to gather Google Drive audio presentations for every group. This indicator received a tick 'moderately implemented' because the duration of learning time ended, and some students did not have time to make presentations in front of the class. They continued it in the next meeting.

In the second cycle, the observer saw better classroom conditions. All indicators in this cycle were checked as 'implemented.' The teacher had reduced the number of groups so that the noise that had previously occurred could be resolved. Students were also more interested in following the teacher's instructions and started learning in a fun way. Interaction between students and teachers and between students is a common component of enjoyable learning.

Student engagement can be raised through group projects, talks, and thought-provoking questions (Maswar, 2019). In addition, some students were more active in the learning process and could create procedure texts as directed. Based on these observations, the NHT learning model improved speaking skills.

5. Questionnaire

The Questionnaire Questionnaire was given at the end of the meeting, where students received two learning treatments using the Numbered Head Together learning model to improve students' speaking achievement. The questionnaire was conducted after implementing the first and second cycles of classroom action research. The Researcher gave questionnaires to students in the last cycle of the research. The questionnaire was given to the students via Google Forms. It contained ten questions related to implementing NHT as a learning model in the learning process to improve students' speaking achievement. The result of the questionnaire that was given to the students explained as follows:

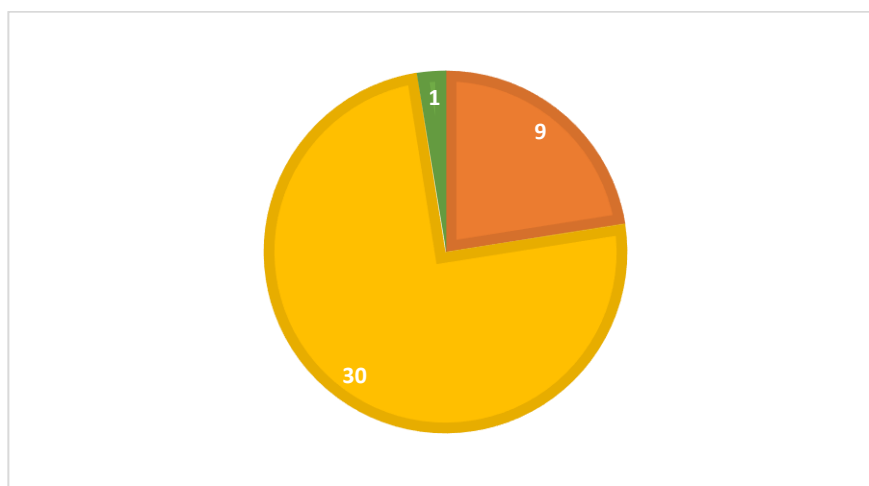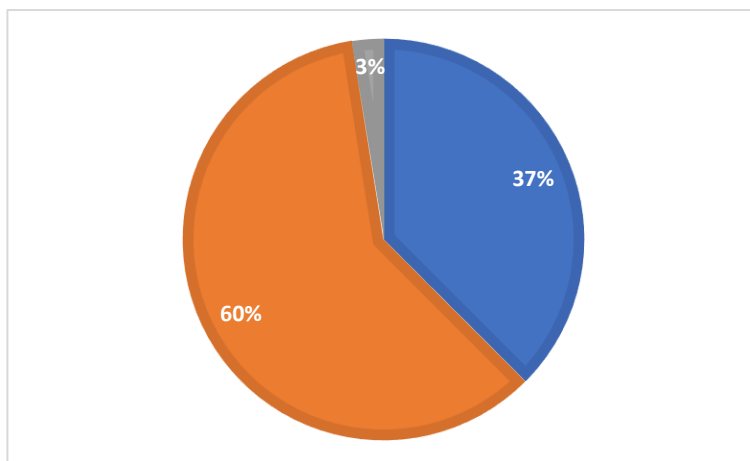1) The NHT Learning model is fun to use when learning to speak English.
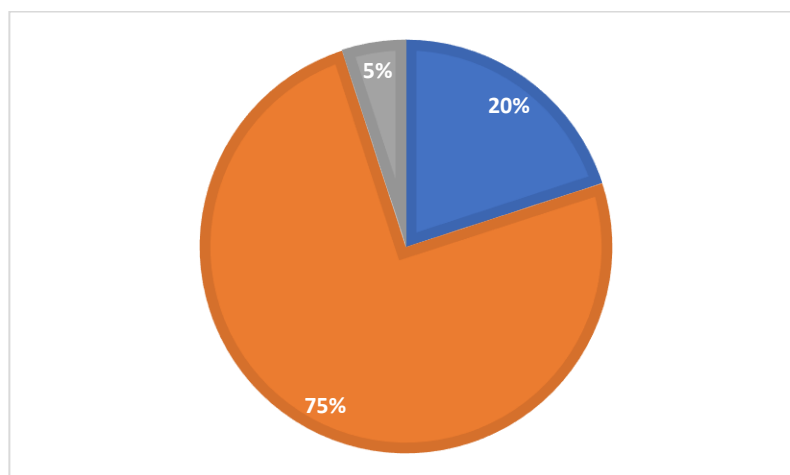

Figure 6. Questionnaire No. 1

From the diagram above, 75% of students (30) agreed that the NHT learning model is fun for learning English speaking. Twenty-two percent (nine students) chose strongly agree, and three percent (one student) chose less agree. In total, 97% (39 students) agreed with this question. This means that 39 students felt the NHT learning model is fun to use in learning English speaking.

2) NHT is easy to implement

Figure 7. Questionnaire No. 2

From the diagram above, 60% of students (twenty-four students) agreed that the NHT learning model is easy to implement. 37% of students (fifteen students) chose strongly agree, and 3% (one student) chose less agree. In total, 97% (39 students) agreed with this question. This means that 39 students experienced the NHT learning model as easy to implement.

3) The NHT learning model makes it easier for me to learn to speak in English

Figure 8. Questionnaire No. 3

From the diagram above, it could be concluded that 75% of students (thirty students) agreed that the NHT Learning model makes it easier for them to learn to speak in English, while 20% (eight students) strongly agree and 5% (two students) chose less agree. In total, 85% (38 students) agreed with this question. This means that 38 students felt the NHT Learning model made it easier for them to learn to speak in English.

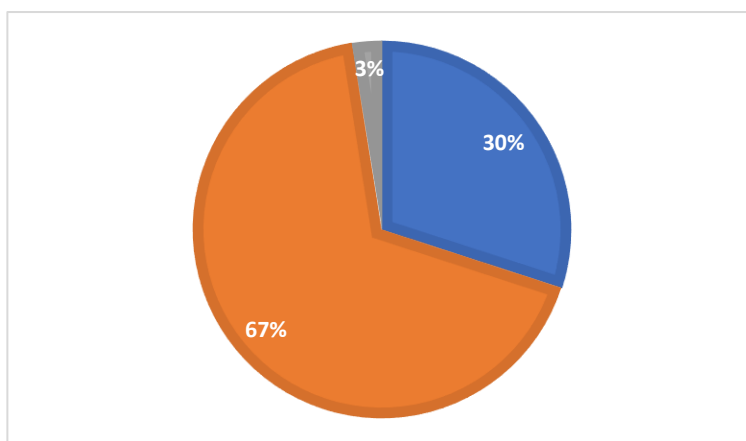4)   The NHT learning model helps improve your English speaking skills

Figure 9. Questionnaire No. 4

From the diagram above, it can be concluded that 67% of students (twenty-seven) agreed that the NHT learning model helped improve their English speaking skills, while 30% (twelve students) chose strongly agree, and 3% (one student) chose less agree. In total, 97% (39 students) agreed with this question. This means that 39 students felt the NHT learning model helped improve their English speaking skills.

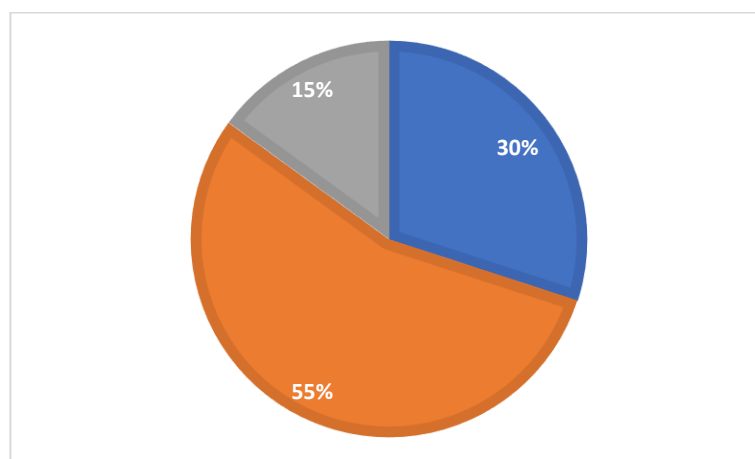5)   NHT helps you to speak English more confidently

Figure 10. Questionnaire No. 5

From the diagram above, 55% of students (twenty-two) agreed that the NHT learning model helped them speak English more confidently. In comparison, 3dents (twelve students) chose to agree strongly, and 15% (six students) chose to agree less. In total, 85% (34 students) agreed with this question. This means that 34 students felt the NHT learning model helped them speak English more confidently.

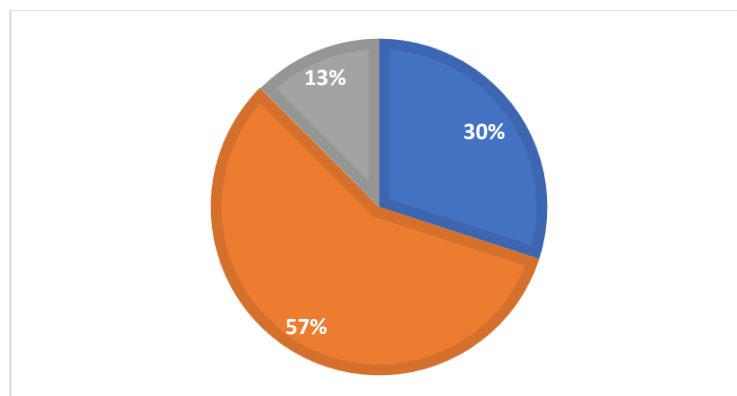6) Do group conversations benefit from employing the NHT learning model?

Figure 11. Questionnaire No. 6

From the diagram above, it could be concluded that 57% of students (twenty-three) agreed that the NHT learning model helped them in group discussions. In comparison, 30% of students (twelve students) chose to agree strongly, and 13% (five students) chose less agree. In total, 87% (35 students) agreed with this question. This means that 35 students felt the NHT learning model helped them in group discussions.

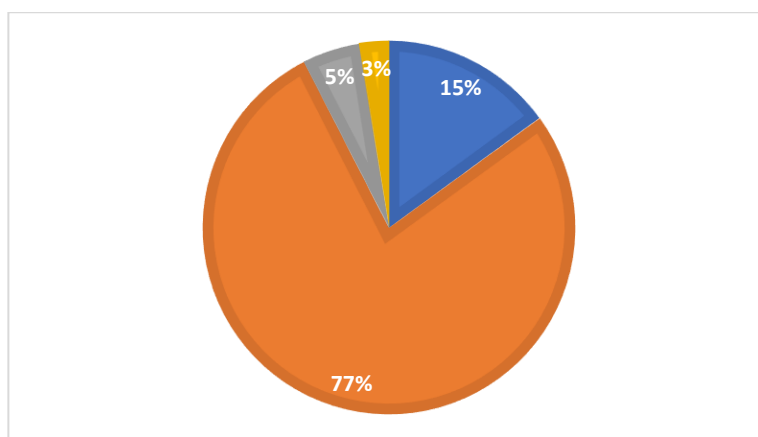7) Has the NHT learning model helped you become more capable of expressing your opinion?

Figure 12. Questionnaire No. 7

From the diagram above, 77% of students (thirty-one) agreed that the NHT learning model has helped them express their opinions more effectively. In comparison, 15% of students (six students) chose strongly agree, 5% (two students) chose less agree, and 3% (one student) chose disagree. In total, 92% (37 students) agreed with this question. This means that 37 students felt that the NHT learning model helped them express their opinions more effectively.

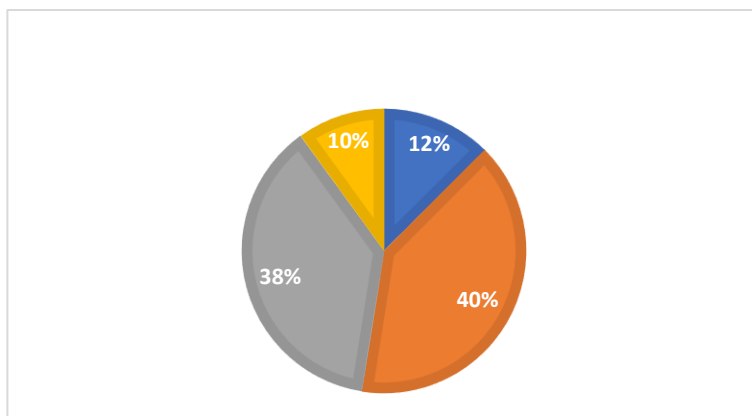8) Did you have much trouble when the teacher employed the NHT learning model?

Figure 13. Questionnaire No. 8

From the diagram above, 40% (sixteen students) disagreed that when teachers use the NHT as a learning model, they experience many difficulties following it. In comparison, 38% (fifteen students) chose to disagree,12% students (five students) chose to agree, and 10% (four students) chose strongly disagree. In total, 12% (five students) agreed with this question. This means that 35 students felt that when the teacher used NHT as a learning model, they experienced a few difficulties following it.

9) After learning to apply the NHT, are you motivated to develop your speaking abilities further?
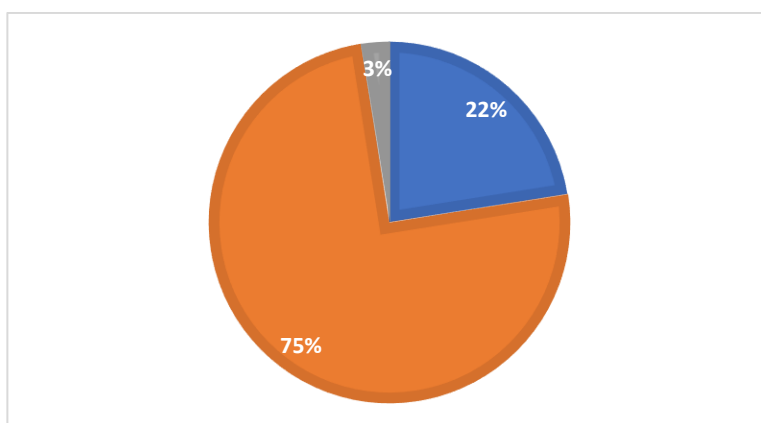

Figure 14. Questionnaire No. 9

From the diagram above, 75% of students (30 students) agreed that after learning to apply the NHT learning model, they are motivated to develop their speaking skills further. In comparison, 22% of students (nine) chose strongly agree, and 3% (one) chose less agree. In total, 97% (39 students) agreed with this question. This means 39 students felt motivated to develop their speaking skills further after learning to apply the NHT learning model.

10) Do you believe adopting the NHT learning model has improved your speaking scores?
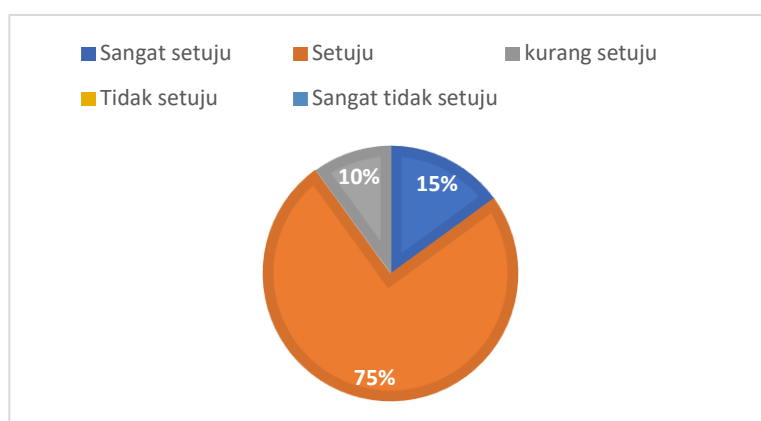

Figure 15. Questionnaire No. 10

From the diagram above, 75% of students (30) agreed that applying the NHT learning model has improved their speaking scores. In comparison, 15% of students (six students) chose strongly agree, and 10% (four students) chose less agree. In total, 90% (36 students) agreed with this question. This means that 36 students believe applying the NHT learning model improved their speaking scores.

In summary, questions two to five asked about the NHT learning model's application to learning to speak English. Most students chose 'agree' or 'strongly agree.' These answers show students are interested in English lessons using the NHT learning model.

While questions number six to eight asked about students' satisfaction after learning using the NHT learning model. Most students chose 'agree' or 'strongly agree.' These answers show that students feel satisfied and enjoy learning. Another question was whether students experienced difficulties learning using the NHT learning model. Most students chose 'disagree' or 'disagree'. From the above results, it can be concluded that the students did not experience any difficulties during the learning process. Questions related to the improvement of their speaking skills also received positive responses.

Discussion

The results showed increased student speaking achievement through the NHT learning model. The discussion is based on how NHT can improve students' speaking achievement at SMAN 4 Sidoarjo. Learning outcomes by using the NHT learning model showed a significant increase. This improvement can be seen from the learning done in cycle 1 to cycle 2. The post-test results obtained in cycle 1 showed that 78% of students reached the KKM score or slightly above the KKM, so out of 40 students, 31 passed.

In cycle two, the learning process using the NHT learning model as a learning model to support speaking practice obtained fun learning results and can be said to be 90% complete, this means that learning using the NHT learning model has been completed. Completeness is measured by the percentage of students' learning evaluation results in

speaking practice who score above KKM 75, so the percentage to pass the test is 75%. The number of students who scored above the KKM was 90%, and there was an increase in scores from 78% to 90%. Out of 40 students, 36 students passed the test. Based on the achievement of learning completeness, referring to the criteria for learning completeness that has exceeded 75%, learning by using the NHT learning model is stopped in cycle 2.

Scores were increased when learning using the NHT learning model after the Pretest, cycle 1, and cycle 2. At the time of the Pretest, the percentage of students whose scores exceeded the KKM was only 25%. During cycle 1, there was an increase. The number of percent of students whose score exceeded the KKM was 78%. In cycle two, there was an increase. The percentage of students whose score exceeded the KKM was 90%. The results of this study demonstrate how the NHT learning paradigm can raise students' achievement levels in speaking.

The improvement of the students' speaking achievement was also proved in a previous study by Hidayat & Paidi (2019) earlier research "NHT makes Students' speaking abilities can be improved by encouraging group collaboration and the development of social skills." This further supports the improvement of students' speaking achievement. Social skills and student learning outcomes are higher in classes that use the NHT model than in those that do not. In line with Naibaho (2019) research, employing the NHT approach can increase students' academic performance and engagement when learning English.

The Researcher conducted observations during the learning activities to calculate the treatment's effect size. The observation aims to determine whether or not the NHT combined learning model has been applied in its entirety, which is the observation's aim. This was in line with Elyani et al (2019). The purpose of observation is to gather important data about the teaching and learning process, the student's speaking abilities, their participation in the lesson, their comprehension of the material, the teaching strategies employed by the instructor, and the media used to support instruction.

In this study, the Researcher found that most students were more active and enthusiastic during the learning process, evidenced by the value of student activeness, which continues to increase during the teaching period. This shows that using NHT can improve students' speaking ability and help English teachers teach speaking. In addition, to measure the effectiveness of students using NHT in teaching speaking, the Researcher gave a questionnaire to the students. The questionnaire given to the students at the last meeting received positive responses from the students regarding their speaking learning process. The responses can be seen in the results of the Questionnaire Questionnaire in the previous discussion.

The results show that 97% (thirty-nine) of the students felt happy in the learning process after applying this technique. In addition, 85% (twenty-eight) of students said that the NHT Learning model made it easier for students to learn to speak in English.

D. Conclusion

According to the research findings and discussion in the previous chapter, the Researcher concluded that Numbered Head Together helped class X-K improve their speaking achievement. The observation, test, and questionnaire questionnaire were thoroughly explained. First, the Observation findings showed that the teaching and learning process became more interactive and communicative. The students were excited and also enjoyed doing the NHT during classroom activities. They were second based on their speaking achievement. Students experienced increased speaking in English lessons using the Numbered Head Together. The percentage of students who passed on cycle 1 was 78%.

Moreover, the result of cycle 2 was 90%. 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 questionnaire result was that Numbered Head Together made the studying process more enjoyable. After applying this technique, most students said they enjoyed the teaching and learning process. The students also said that Numbered Head Together helped them increase their speaking skills and motivate them to study English. Students felt happy in the learning process after applying this technique. In addition, students gave their opinion that the NHT Learning model made learning to speak in English easier.

Based on the conclusion above, the Researcher would suggest some suggestions for the teaching-speaking process. The teacher can use Numbered Head Together as an alternative learning model for English teachers to use in speaking practice. Students must be serious and pay attention to the teacher's explanations during the teaching and learning process to increase learning outcomes. Moreover, future researchers interested in using Numbered Head Together in teaching speaking should add it as their reference in the learning process.

Acknowledgment

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