



Improving Narrative Text Identification through Cooperative Learning with the NHT Technique

Mia Andriyani^{1,}, Arini Vika Sari²*

^{1,2}*Universitas Budi Darma, Medan, Indonesia*

Article Information

Article History:

Submit: 02 Agustus 2023

Revision: 06 Agustus 2023

Accepted: 19 Agustus 2023

Published: 30 Agustus 2023

Keywords

Learning outcomes; Cooperative learning; NHT

Correspondence

E-mail: miaandriyani0505@gmail.com*

A B S T R A C T

This study aims to improve students' learning outcomes in identifying narrative texts using the Numbered Head Together (NHT) cooperative learning method for seventh-grade students at MTs Al Washliyah. This classroom action research was conducted in two cycles, with each cycle consisting of three meetings. The research setting was MTs Al Washliyah in Lubuk Pakam, and the study followed the Kemmis and Taggart model. The subjects of the study were 30 seventh-grade students, consisting of 13 male and 17 female students. Data collection techniques included collaborative observation and documentation, focusing on three aspects: cognitive, affective, and psychomotor. The research instruments used were: affective assessment format, student worksheets, and psychomotor assessment format. The data analysis technique employed was descriptive quantitative statistical analysis. The results indicated that the application of the Numbered Head Together (NHT) cooperative learning method, supplemented with PowerPoint media, successfully enhanced students' learning outcomes in describing narrative texts. This was evident from the improved student learning outcomes in each cycle. In cycle I, 17 students (57%) achieved mastery, while 13 students (43%) did not meet the Minimum Completion Criteria (KKM). In cycle II, the number of students meeting the KKM increased to 22 students (73%), with 8 students (27%) not meeting the KKM. These findings suggest that the Numbered Head Together (NHT) method significantly improved students' ability to identify narrative texts.

This is an open access article under the CC-BY-SA license



1. Introduction

Education, encompassing cognitive, emotional, and psychomotor domains, plays a crucial role in shaping a competent generation. Achieving educational goals requires a curriculum that serves as a comprehensive guide, including content, objectives, and design, aimed at realizing the educational objectives outlined within the national education system (Sri Budi Astuti & Ira Eko Retnosari, 2020). In the era of globalization, the development of character and skills must be passed down from teachers to students. Consequently, students must become individuals capable of continually meeting the challenges posed by globalization. The focus here is on employment opportunities, which are increasingly influenced by technology. In today's reality, even university graduates are expected to possess specialized skills that align with the demands of the workforce. Thus, competency-based education is emphasized in the learning process, beginning at an early age.

The training of students' skills is a combination of personality development as the foundation for action and contextual aspects designed to hone students' attention and precision in facing the challenges of globalization. Such development helps students make informed decisions regarding

their future goals. Therefore, character building becomes a primary effort to guide students in choosing their life objectives. Education plays a vital role in enlightening the nation and preparing future generations to compete in the global workforce. It is an inseparable part of human life and holds significant importance in Indonesian society's efforts to enhance the quality of human resources and increase academic competence, enabling individuals to compete successfully in the job market. Thus, education is key to fostering a fulfilling future. Nurhidayah (2022) argues that education should create a learning environment that allows students to actively develop their potential in areas such as religious spirituality, knowledge acquisition, moral character, intelligence, noble ethics, and skills necessary for themselves, society, the nation, and others. This effort is intentional and deliberate in order to foster the conditions necessary for growth.

Classroom action research plays a key role in improving the quality of student learning. Schools are often seen as a second home for both teachers and students (Gagarina et al., 2019). If schools are homes, classrooms serve as spaces for interaction. The state of education significantly impacts the smoothness of the learning process. Student achievement, as seen through their classroom performance, often reflects the quality of education provided. When a teacher identifies a problem affecting students, it is essential to promptly address and resolve the issue through classroom research. Action research can change teachers' beliefs, professional identity, and skills. By engaging in systematic reflection, teachers improve their skills by reflecting, modifying, and refining their knowledge base (Somelok, 2019). Participation in action research also enables practitioners to bring about practical and meaningful social changes in schools and communities. As a result, action research often focuses on the diverse needs of students, aiming to create socially and culturally relevant educational experiences (Manfra, 2019). Hamdu and Agustina (2022) state that learning involves a series of mental and physical activities aimed at achieving behavioral change as a result of an individual's experience interacting with their environment, in terms of cognitive, emotional, and psychomotor behavior. In the learning process, students move from not knowing to knowing, thereby achieving positive learning outcomes.

According to Hidayat and Fatimah (2020: 91-101), several factors are involved in the learning process, including: (a) educational goals, (b) student learning, (c) teaching methods, (d) learning materials, and (e) instructional strategies. These components work together in the learning process to encourage student progress toward achieving the written educational objectives. Learning involves two key processes: noting and studying. This refers to the absorption process when children learn new information, words, thoughts, and concepts. Reading is a receptive skill that must be given attention in language learning. A reader must have a good understanding when reading texts and seeking information. Good reading comprehension guides the reader to understand meaning both within the provided context and beyond it. Therefore, it is essential to develop a solid understanding of the text being read. At the structural level, students often struggle to identify the orientation, which provides information about the who, when, and where of events. This issue leads to teachers questioning students about the narrative, which sometimes makes it difficult for students to respond correctly. Given this situation, teachers in Indonesia bear a significant responsibility to ensure students' success in their studies.

Creativity is required from teachers to select the best strategies for teaching reading comprehension so that students can easily follow their lessons. Strategy is a determining factor in the success of the teaching-learning process. In this study, the researcher utilizes the repeated reading strategy (Putu Dessy Fridayanthi, 2019). Narratives are a form of discourse that attempts to tell an event or series of events as though the reader personally witnessed or experienced them (Agustina, 2019). In simple terms, a story is referred to as history. There are events and occurrences presented chronologically in the narrative, with characters facing conflicts. Therefore, a narrative is a story told based on a plot. The story may be factual or fictional. A factual narrative is called expository, and a fictional one is implied. Handayani et al. (2020) argue that using digital literature to teach reading

narrative texts is beneficial. Narrative texts typically involve lengthy content that requires comprehension from students. However, students often find these texts boring and difficult to understand, leading to a lack of interest in the reading process. Since reading is fundamental to how we acquire information, teachers must select the appropriate teaching media to achieve learning objectives. Narrative texts are essays presenting events in chronological order. Events and occurrences can be real or imaginary. Generally, narrative writing is intended to entertain readers. It conveys knowledge about the story, whether it is fictional or non-fictional. In addition to entertainment, the purpose of a narrative text is to provide readers with aesthetic experiences and broaden their knowledge, information, and insights.

Narratives explain past events or historical perspectives, particularly in novels, fairy tales, and legends. The past tense is commonly used in narrative storytelling, as it describes actions or events that occurred in the past. This tense is essential for understanding the timing of events in the narrative. One teaching method that can foster collaboration and active student participation in learning is the cooperative method. This ability is valuable in daily life (Hidayat, 2020). The steps in collaborative learning, such as the Numbered Heads Together (NHT) type, involve dividing students into groups of 5 to 6 members, assigning each student a number, and providing tasks that groups must complete together. The teacher ensures that every student understands the answers through group discussions, allowing for active participation and engagement. The NHT method promotes collaboration, helping students interact, actively participate, and think creatively to solve problems (NWUBA, 2022). This method not only engages students but also helps them gain a deeper understanding of the material.

Previous studies have shown the effectiveness of the NHT model in improving student learning outcomes. Research by Ni Nyoman Suwandari (2020) demonstrated that the implementation of the cooperative learning model NHT can improve students' Indonesian language learning outcomes. Similarly, Panigoran Siburian's study (2022) highlighted how NHT enhanced cooperative learning, helping elementary school students actively seek and process information. This study aims to implement the NHT model to enhance the identification of narrative texts by seventh-grade students at MTs Al Washliyah in the 2022/2023 academic year. By using the appropriate teaching model, the teacher can foster active, creative, and innovative student engagement, leading to improved understanding and skill development in identifying narrative texts.

2. Research Methods

The method used in this study is descriptive qualitative research. The research was conducted at MTs Al Washliyah, located at Jl. Besar No. 51, Pantai Labu, Deli Serdang Regency. The study was carried out by the researcher directly going to the field to provide explanations and guidance on the material of identifying narrative texts. The researcher then conducted observations and collected student data based on the actual facts. The data sources in this study are solely primary data, which were obtained from students and the teaching activities at MTs Al Washliyah. The data collection techniques used in this study include observation (direct observation), tests, and documentation. Observation refers to the direct observation of the research object at MTs Al Washliyah in relation to identifying narrative texts. Afterward, the researcher administered tests to students to determine whether their scores had improved or declined compared to previous results. The researcher also conducted documentation to take photos or images related to the process of learning how to identify narrative texts at MTs Al Washliyah in Pantai Labu. The subjects of this study were the seventh-grade students at MTs Al Washliyah in Pantai Labu, totaling 30 students, consisting of 13 male students and 17 female students. The object of the research is the implementation of the Numbered Heads Together method in identifying narrative texts. The research design used in this study is based on the Kemmis and Taggart model, which includes planning, implementation, observation, and reflection (Ridwan & Wahid, 2022).

3. Results and Discussion

The research began with a meeting between the researcher and the research leader to formulate the problem and discuss alternatives. In this discussion, the researcher was also assisted by colleagues who helped in searching for relevant literature and preparing the research tools. This study was conducted in two cycles. The first cycle consisted of three sessions, while the second cycle also consisted of three sessions, with two sessions dedicated to implementing the actions and one session reserved for administering the test. The final session was used to gather student performance data. The results from Cycle I are presented in Table 1 and Figure 1 below.

Tabel 1. Learning outcome data cycle I

Criteria	Frequency	Percentage
Completed	17	56,66%
Not Completed	13	43,33%

Based on Table 1 above, it shows the results of the assessment before implementing the NHT method. Several aspects can be reflected upon regarding the assessment and the learning process in Cycle I. In general, the implementation of the collaborative learning model of the NHT type, which involves randomly determining the number of students and problem-solving, can enhance students' motivation in the classroom. However, students were not accustomed to learning through group problems and discussions. Typically, students were presented with concepts and principles that needed to be directly understood by the teacher. The learning process became less optimal due to my lack of familiarity with the NHT collaborative learning model. Students appeared unfamiliar with group discussions and were reluctant to engage in problem-solving activities, and they were still shy. Consequently, it was difficult to organize students into learning groups, which led to a reduction in learning time. During lessons, some students were not focused on the lesson and engaged in other activities such as chatting and drawing. Discussions were still dominated by the most capable students, while others, who were absent, tended to play around, as there were already students who had completed the tasks assigned by the teacher.

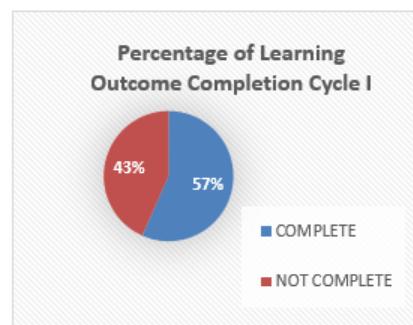


Figure 1. Learning outcome data cycle I

Figure 1 illustrates that during the reflection phase, the researcher sought improvements for behavioral deficiencies. Based on the results of the Cycle I reflection, the researcher implemented several improvements. The researcher applied the NHT collaborative learning model more optimally, in accordance with its characteristics, ensuring that the established learning objectives were achieved effectively. Additionally, feedback for improving the learning process was incorporated. Before implementing Cycle II, students were provided with guidance regarding the activities or learning processes aimed at enhancing their learning motivation.

When forming groups, the researcher assigned students according to the number of groups in the class. For each group, the researcher designated seating locations sequentially from group 1 to the last group. This way, each student could immediately proceed to their designated group seating upon entering the classroom. They worked together to complete tasks. In this arrangement, less capable students were supported by more proficient students, who took responsibility for the tasks assigned.

During the learning process, instructions were provided more intensively to each group and individual students within the groups. The results of student learning in Cycle II are presented in Table 2 and Figure 2 below.

Tabel 2. Learning outcome data cycle II

Criteria	Frequency	Percentage
Completed	22	73,33%
Not Completed	8	26,66%

Based on observations made during Cycle II, there was significant progress both in terms of the implementation process and learning outcomes. The considerations made by the researcher aimed not only to address the limitations encountered during the implementation of the learning process but also to preserve the benefits gained from the previous learning phase.

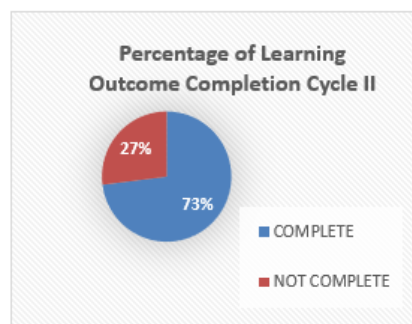


Figure 2. Learning outcome data cycle II

Based on Figure 2, during the learning process, students became more disciplined than before, and no one intentionally delayed the learning process. After the results of the discussion were announced, more students asked questions, took criticism and suggestions seriously, drew conclusions, and became more confident and courageous. The students' mastery of the Indonesian language in identifying narrative texts showed that 22 students, or 73%, met the completion criteria, while 8 students, or 27%, fell into the incomplete category. The results of Cycle II indicated that the success indicators established by the researcher for the research activities conducted using the NHT learning model were achieved.

A comparison of the research results between Cycle I and Cycle II is presented in Table 3 and Figure 3.

Tabel 3. Comparison of learning outcome data

Criteria	Cycle I	Cycle II
Completed	56,66%	73,33%
Not Completed	43,33%	26,66%

The results of the study conducted by the researcher on seventh-grade students at MTs Al Washliyah, focusing on the identification of narrative texts during the learning activities of Cycle I and Cycle II using the NHT collaborative learning model, show an improvement in Indonesian language learning outcomes. It is evident that students' learning outcomes improved from Cycle I to Cycle II. The incremental results from Cycle I indicate that 17 students (57%) achieved the minimum competency criteria (KKM), while 13 students (43%) did not. The results of Cycle II show that 22 students (73%) met the KKM, while 8 students (27%) did not.

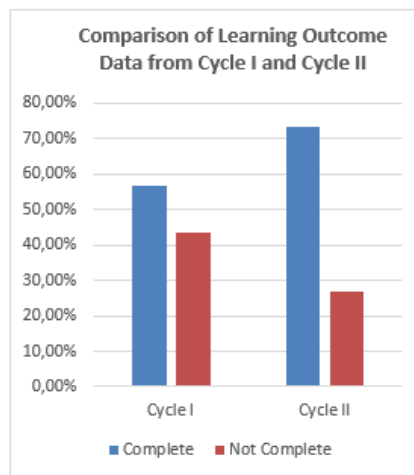


Figure 3. Comparison of learning outcome data

Based on the objectives of this Classroom Action Research (CAR) to examine the improvement of students' Indonesian language learning outcomes using the NHT collaborative learning model, the data presented in the Data Description section clearly demonstrates that the objectives of the CAR have been achieved. With the increasingly complete results meeting the minimum competency criteria (KKM), the CAR target was not fully achieved until Cycle II. The objectives were not fully achieved until Cycle II because there were still student activities in Cycle I that were not well implemented. This indicates that there was a lack of student engagement in discussions and expressing opinions. This shortcoming was then addressed in Cycle II, resulting in successful improvements.

4. Conclusion

Based on the research findings, it can be concluded that the Numbered Head Together (NHT) collaborative learning model can improve students' Indonesian language learning outcomes in the material of identifying texts. This is evident from the learning outcomes obtained from the Cycle I test, where the completion percentage was 56.66% (17 students), while 43.33% (13 students) did not meet the criteria. In Cycle II, the learning outcomes were considered complete, as the completion percentage reached 73.33%, with 22 students meeting the criteria and 3 students (26.66%) not completing the tasks. Based on the analysis and conclusions presented by the researcher, several suggestions are made to further enhance motivation and learning outcomes in Indonesian language learning through the NHT model. It is hoped that, after the study, teachers will be able to apply innovative teaching models to create engaging and enjoyable learning experiences. For students, the use of the NHT collaborative model enables more active participation in individual or group learning activities, thereby improving learning outcomes.

References

- Adawiya, Robiatul. 2022. Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Untuk Meningkatkan Hasil Belajar Matematika Kelas VII Siswa MTs Amalul Ikhlas T.A. 2019/2020. *Jurnal Ilmu Pendidikan*, 13(1), 78-90. <http://dx.doi.org/10.21927/literasi.2022.13>.
- Agustina, Aryanti. 2019. Efektivitas Model Pembelajaran Langsung Pada Pembelajaran Mengubah Teks Wawancara Menjadi Karangan Narasi Siswa Kelas VII SMP Negeri 23 OKU. *Jurnal Ilmiah Kependidikan*, 12(1), 1-8.
- Ananda, Mala Sari. 2022. Upaya Peningkatan Hasil Belajar Peserta Didik Dengan Menggunakan Model Pembelajaran Numbered Heads Together (NHT) Berbantu Alat Peraga Pada Materi Peluang. *Journal of Math Education*, 1(2), 86-92.
- Arpia. 2020. Penerapan Model Pembelajaran Kooperatif Tipe NHT Untuk Meningkatkan Minat Dan Hasil Belajar Matematika. *Jurnal PRIMATIKA*, 9(1).
- Br. Karo, Rakut. 2021. Menerapkan Model-Model Pembelajaran Kooperatif Melalui Supervisi Klinis Dalam Upaya Meningkatkan Hasil Belajar Warga Belajar di SD Negeri 040452 Kabanjahe Tahun Pelajaran 2020/2021. *Jurnal ilmiah Pendidikan Sekolah Dasar*, 8(1), 125-140.

- Gagarina, N., Bohnacker, U., & Lindgren, J. (2019). Macrostructural organization of adults' oral narrative texts. *ZAS Papers in Linguistics*, 62(01), 190–208. <https://doi.org/10.21248/zaspil.62.2019.449>
- Ginting, Mardim. 2021. Menerapkan Model-Model Pembelajaran Kooperatif Melalui Supervisi Klinis Dalam Upaya Meningkatkan Hasil Belajar Warga Belajar di SD Negeri 044827 Kandibata Tahun Pelajaran 2020/2021. *Jurnal Ilmiah Pendidikan Sekolah Dasar*, 8(2), 23-37.
- Handayani, S., Youlia, L., & Febriani, R. B. (2020). artikel 11 - Copy. 3(2), 65–74.
- Haydon, T., Schmidt, C., Buncher, A., & Carnahan, C. (2019). Comparing numbered heads together with and without peer-led opportunities to respond: A case study. *Education and Treatment of Children*, 42(2), 245–263. <https://doi.org/10.1353/etc.2019.0012>
- Hidayat, Afif Khoirul. Dkk. 2020. Meningkatkan Hasil Belajar Rounders Siswa Sekolah Dasar Dengan Metode Kooperatif Tipe NHT. *Journal of Primary Education*, 2(2), 91-101. <https://doi.org/10.34012/jbip.4i1.2286>.
- Ikrom, Fadhlil Dzik. Dkk. 2022. Pengaruh Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Terhadap Motivasi Belajar IPS Di Sekolah Dasar (Studi Literatur). *Jurnal Ilmu Pendidikan*, 3(1), 63-77.
- Kasmawati. 2021. Meningkatkan Aktivitas Belajar Siswa Pokok Bahasan Teks Narrative Melalui Model Pembelajaran Numbered Head Together (NHT) Di Kelas XI IPS-3 SMA Negeri 2 Lubuk Pakam Tahun Pelajaran 2019/2020. *Jurnal Guru Kita*, 5(2).
- Manfra, M. M. G. (2019). Action Research and Systematic, Intentional Change in Teaching Practice. *Review of Research in Education*, 43(1), 163–196. <https://doi.org/10.3102/0091732X18821132>
- Nadhiroh, R., Relmasira, S. C., & Rahayu, T. N. A. (2019). Penerapan Model NHT melalui Pendekatan Saintifik Untuk Meningkatkan Motivasi Dan Hasil Belajar Tematik Siswa. *Jurnal Riset Teknologi Dan Inovasi Pendidikan*, 2(1), 186. <https://media.neliti.com/media/publications/266989-penerapan-model-nht-melalui-pendekatan-s-ca13cd7e.pdf>
- Nurgiansah, T Heru. 2021. Pelatihan Penelitian Tindakan Kelas Bagi Guru Pendidikan Kewarganegaraan di Sekolah Menengah Atas Se-Kabupaten Bantul. *Jurnal Pengabdian Kepada Masyarakat*, 2(1), 28-33. DOI: 10.31949/jb.v2i1.566.
- NWUBA, I. (2022). Fostering Secondary School Students' interest in Biology Using Numbered Heads Together Cooperative Instructional Strategy. *The Universal Academic Research Journal*, 48–56. <https://doi.org/10.55236/tuara.1136342>
- Prayekti, Hesty. Dkk. 2021. Pengaruh Penggunaan Model Numbered Heads Together (NHT) Terhadap Hasil Belajar Mengidentifikasi Unsur Cerita Siswa Kelas V. *Jurnal Kajian Pendidikan dan Hasil Penelitian*, 7(1).
- Putu Dessy Fridayanthi. (2019). Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (NHT) Untuk Meningkatkan Keterampilan Menulis Pantun Pada Siswa KELAS XI JB1 SMK PGRI 4 Denpasar Tahun Pelajaran 2015/2016. *Widyadari*, 20(1), 1–33
- Ridwan, M., & Wahid, A. (2022). Penerapan Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Masa Pandemi Covid-19 Terhadap Peningkatan Hasil Belajar Sejarah Kebudayaan Islam Application of the Numbered Head Together (NHT) Type of Cooperative Learning Model during the P. 49–62.
- Rini, Muhaini. Dkk. Peningkatan Hasil Belajar Melalui Metode Pembelajaran Numbered Heads Together Pada Materi Struktur Fabel Di Kelas VII B SMP Permata Hati Bekasi. *Jurnal Mahasiswa Pendidikan Bahasa Indonesia*, 2(1).
- Rumborry, Yona Witra. Dkk. 2019. Keefektifan Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Terhadap Hasil Belajar Materi Surat Pribadi Dan Surat Dinas Siswa Kelas VII SMP Negeri 2 Ambon. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2), 83-94. <https://doi.org/10.30598/arbitrervol1no2hlm83-94>.
- Sari, Ica Novita. Dkk. 2022. Pengembangan Model Pembelajaran NHT (Numbered Heads Together) Terintegrasi Games Pada Mata Pelajaran Bahasa Indonesia. *Journal of Islamic Elementary Education*, 4(1). <https://doi.org/10.33367/jiee.v4i1.2501>
- Siburian, Panigoran. 2022. Peningkatan Kemampuan Menerapkan Model Pembelajaran Kooperatif Tipe NHT (Number Head Together) Melalui Supervisi Klinis Dengan Pendekatan Kolaboratif. *Jurnal Bahasa Indonesia Prima*, 4(1).
- Somelok, G. (2019). Keefektifan Model Pembelajaran Kooperatif Tipe Numbered Head Together (Nht) Terhadap Hasil Belajar Materi Surat Pribadi Dan Surat Dinas Siswa Kelas Vii Smp Negeri 2 Ambon. *ARBITRER: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 83–94. <https://doi.org/10.30598/arbitrervol2no1hlm83-94>
- Sri Budi Astuti, & Ira Eko Retnosari. (2020). Model Pembelajaran Kooperatif Tipe Nht Dalam Analisis Kesalahan Berbahasa Indonesia Pada Mahasiswa Pbi Unipa Surabaya. *Wahana*, 72(1), 49–54. <https://doi.org/10.36456/wahana.v72i1.2384>
- Yulanda, Mei Tria. Dkk. 2020. Penerapan Model Pembelajaran Kooperatif Tipe Number Head Together Untuk Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Tematik Terpadu Di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 4(3), 2596-2604. <https://doi.org/10.31004/jptam.v4i3.747>
- Zainuri, Achmad. 2022. Implementasi Model Pembelajaran Number Head Together Dengan Menggunakan Media Buku Dongeng Pada Materi Ber cerita Bagi Siswa Kelas VII MTs Negeri 1 Lamongan. *Journal EDUKATA*, 8(2). <https://doi.org/10.52166/kata.8i2.3372>