

**STUDENTS' EXPERIENCES USING THE
COOPERATIVE METHOD TYPE NUMBER HEADS
TOGETHER (NHT) IN LEARNING DISCUSSION
TEXT AT SENIOR HIGH SCHOOL 1 COMAL**

A THESIS

**Submitted in partial fulfillment of the Requirements For the
Degree of Sarjana Pendidikan in English Education**



By:

RISQI AMALIA LAELATUL IZZAH
SN. 2520098

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Judul : **STUDENTS' EXPERIENCES USING THE
COOPERATIVE METHOD TYPE NUMBER HEADS
TOGETHER (NHT) IN LEARNING DISCUSSION
TEXT AT SENIOR HIGH SCHOOL 1 COMAL**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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Has been examined and approved by the panel of examiners on 15th October 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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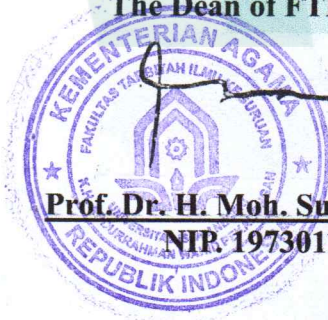
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MOTTO

“Everyone must work together to achieve the desired goals.”

(Q.S. Al-Hashr: 7)

"Stand up, then stand up. Allah will raise those who believe among you and those who have been given knowledge by several degrees. And Allah is All-Knowing of what you do."

(QS. Al Mujjadi: 11)

"The most dangerous enemy in this world is cowardice and indecisiveness. The Most Loyal Friends, Only Courage and Firm Faith."

Andrew Jackson

“The interaction of knowledge and skills with experience is a key learning.”

John Dewey

ABSTRAK

Metode pembelajaran Numbered Heads Together (NHT) merupakan salah satu pendekatan kooperatif yang efektif untuk meningkatkan keterlibatan siswa dalam kegiatan pembelajaran, termasuk dalam kursus membaca. Dengan NHT, setiap siswa dalam kelompok memiliki tanggung jawab untuk berkontribusi dalam diskusi. Ini mendorong partisipasi aktif dari semua anggota, yang secara alami meningkatkan perhatian siswa terhadap teks yang dibaca. Penelitian ini bertujuan untuk mengeksplorasi keterampilan pengalaman siswa dalam metode pembelajaran kooperatif Number Heads Together (NHT) di SMAN 01 Comal. Penelitian ini menggunakan metode penelitian kualitatif dengan melibatkan siswa SMA sebagai partisipan. Pengumpulan data telah dilakukan melalui observasi, wawancara, dan analisis dokumen mengenai pelaksanaan penelitian. Analisis data dilakukan dengan menggunakan pendekatan analisis tematik yang bertujuan untuk memahami pengalaman mahasiswa dalam menghadapi pembelajaran dan aspek kualitatif. Hasil penelitian difokuskan pada pengalaman belajar siswa setelah menggunakan metode pembelajaran kooperatif Number Heads Together (NHT). Temuan penelitian memberikan gambaran tentang pengalaman siswa melalui metode pembelajaran kooperatif Number Heads Together (NHT) dan keterlibatan siswa dalam berinteraksi dalam grup untuk berdiskusi mengenai teks yang diberikan guru. Penelitian ini memberikan pengetahuan yang mendalam tentang pengalaman siswa dalam setelah belajar menggunakan metode kooperatif jenis NHT di sekolah menengah atas.

Kata Kunci: *Pengalaman Belajar, Pembelajaran Kooperatif, dan Number Heads Together (NHT)*

ABSTRACT

The Numbered Heads Together (NHT) learning method is one of the effective cooperative approaches to increase student engagement in learning activities, including in reading courses. With NHT, each student in the group has the responsibility to contribute to the discussion. This encourages active participation from all members, which naturally increases students' attention to the text being read. This study aims to explore students' experiential skills in the Number Heads Together (NHT) cooperative learning method in Senior High School 01 Comal. This study uses a qualitative research method involving high school students as participants. Data collection has been done through observation, interviews, and document analysis regarding the implementation of the research. Data analysis was carried out using a thematic analysis approach that aims to understand students' experiences in facing learning and qualitative aspects. The results of the study focused on students' learning experiences after using the Number Heads Together (NHT) cooperative learning method. The findings of the study provide an overview of students' experiences through the Number Heads Together (NHT) cooperative learning method and students' involvement in interacting in groups to discuss text given by the teacher. This study provides in-depth knowledge about students' experiences after learning using the NHT type of cooperative method in high schools.

Keywords: *Learning Experience, Cooperative Learning, and Number Heads Together (NHT)*

PREFACE

Praise and gratitude I pray to the presence of Allah SWT because with the blessings of His grace and guidance, the compilation of the thesis entitled **"Students' Experiences Using The Cooperative Method Type Number Heads Together (Nht) In Learning Discussion Text At Senior High School 1 Comal "** can be completed. This is submitted to the English Language Education Department of UIN KH. Abdurrahman Wachid Pekalongan to fulfill one of the requirements for a Bachelor of Education degree in the English Language Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wachid Pekalongan. This research proposal can be implemented and received support from various parties. Therefore, I express my deepest gratitude to all parties.

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2. Dr. H. M. Sugeng Sholehuddin, M.Ag, the Dean of Tarbiyah and Teachers Training of UIN KH Abdurrahman Wachid Pekalongan.
3. The head of the English Education Department and Teachers' Training Faculty of UIN KH Abdurrahman Wachid Pekalongan, Mr. Ahmad Burhanudin, M.A
4. Mrs. Hafizah Ghany Hayudinna, M.Pd. is my supervisor and has given me suggestions, guidance, and time in writing this thesis.
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Pekalongan, 12 September 2024

The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Reading skills are active actions of readers in understanding the meaning of information from a text. Thus, reading is absorbing information, communicating, and creating meaning from written words. Reading is one of the best ways to increase knowledge or skills since the more we read, the more we understand the world around us (Selong, 2019). Students must first understand the material presented by the teacher. For students to understand the material, they must be able to scan the text, understand the meaning of almost every word, and connect the meaning of the words to each other so that they become part of the written material. It is hoped that by using effective teaching techniques in the teaching and learning process, teachers will be able to improve students' understanding of the material (Rahmania & Salahudin, 2015).

The cooperative learning method is a type of learning that is improved and developed to improve students' abilities because the aim is to combine students in cooperation and dependence on each other in completing a task or goal (Lestari, 2022). The cooperative learning method was created to equip students to work in teams. The cooperative learning method supports students in collaborating more with their peers. According to Leasa et al., (2016) Number Head Together is an appropriate learning method for reading-based English language learning. NHT-type cooperative learning aims to improve students' English reading skills, work together, and train cohesiveness, and activeness in reading and solving problems given. The Numbered Heads Together (NHT) method can solve various problems in learning, namely giving each group responsibility for its group members (Hulaikah et al., 2020). This allows all group members to answer the teacher's questions and ensures that all students get the same answer. Then reading English is also a program designed to assess a person's level of interest in

becoming proficient in English. Students not only use English in everyday life, but teachers also play an important role in helping students learn appropriate and effective reading strategies. Teachers must also have positive traits and effective teaching strategies to make students more interactive in class.

NHT was formed to foster students' active response and interaction in learning discussion text. The Number Heads Together (NHT) cooperative learning method implemented at senior high school 1 Comal begins with the teacher explaining English learning material. Then, to foster students' sense of interaction and communication, the teacher forms several groups of 5-6 students. Each group member has a serial number or head number. Next, the teacher gives questions to all group members who have head numbers by randomly mentioning the member numbers and these questions can only be answered by students with the member numbers mentioned by the teacher. For example, this question can only be answered by member number 3. In this lesson, group members who do not have that number cannot answer the question (Amirullah et al., 2017).

The initial problem or obstacle experienced by students in the Number Heads Together type cooperative learning method at senior high school 01 Comal is the readiness of students to answer questions from the teacher. Students are surprised when the teacher mentions or calls their member number. Then, when their member number is called, students will be surprised because they are not ready to find the answer to the teacher's question, so students will find it difficult to answer using English. With the existence of this NHT-type cooperative method, students can develop their reading skills as well as understand the contents of the text given by the teacher (Irawan, 2012). One of the text discussion learning methods is the Numbered Heads Together (NHT) type cooperative learning method.

Regarding the problem of students' reading skills in English, the researcher concluded that the NHT type of cooperative learning method can develop students' reading skills. The researcher

collected information and data related to students' experiences through the NHT method in the current cooperative learning. Therefore, this thesis becomes material for students' self-assessment regarding this matter in cooperative learning activities (group work). The researcher plans to conduct research related to students' experiences in the Number Heads Together or NHT cooperative learning method to discussion text for senior high school 1 Comal.

1.2 Formulation of The Problem

1. How are students' experiences in learning discussion text using the NHT (Number Heads Together) type cooperative method?
2. What are the challenges for students when following the NHT (Number Heads Together) type cooperative method in learning discussion text?

1.3 Aims of the Study

This study aims to explore students' experiences and challenges when learning using the cooperative method of Number Heads Together (NHT) in learning discussion text to improve students' reading skills and communication skills in English.

1.4 Operational Definition

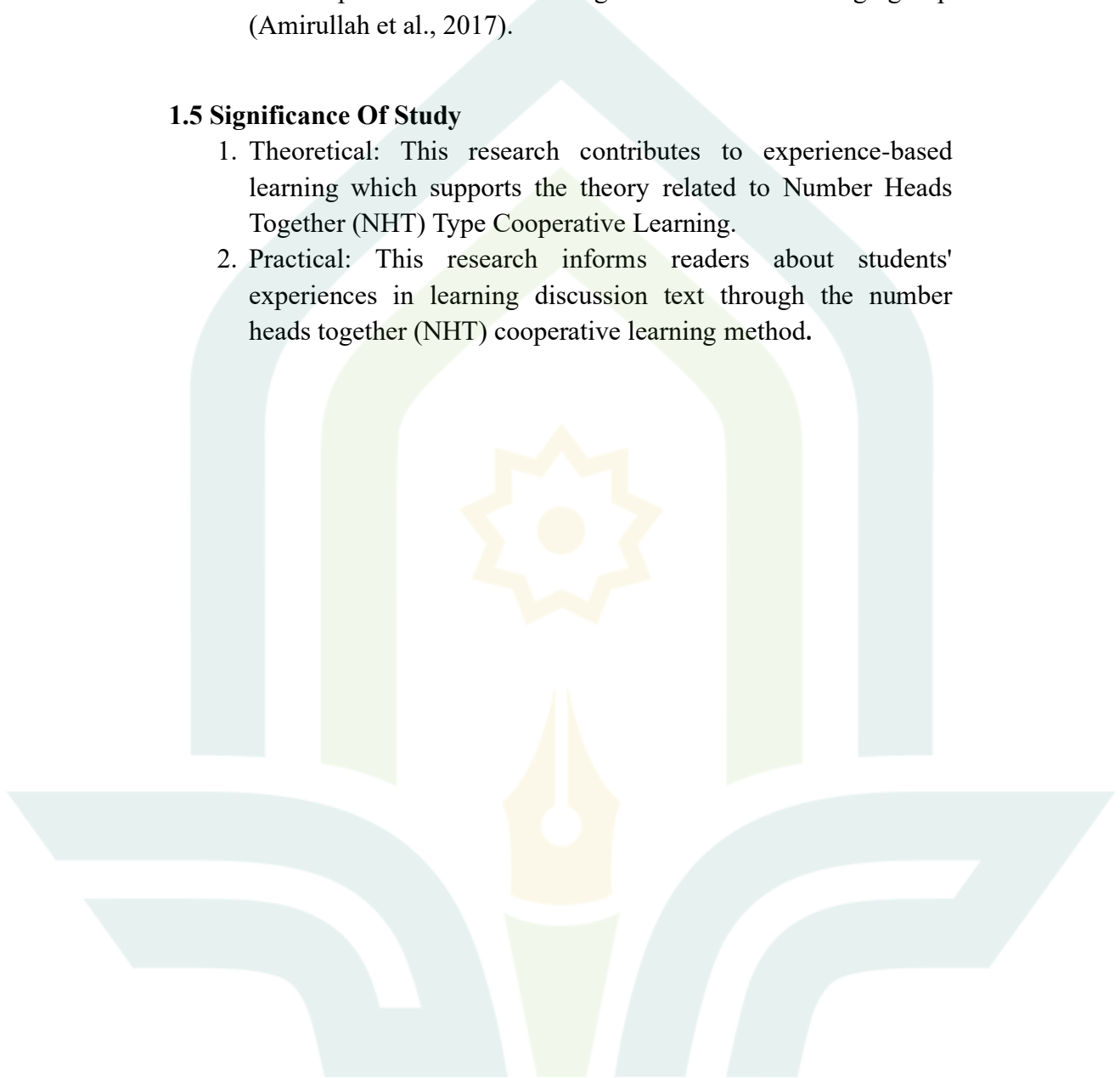
To interpret the terms in this research. Researcher define it as follows:

1. Learning Experience: Experience based on the learning environment is an event experienced through interaction between humans and their environment. In addition, students are enthusiastic and confident in participating in learning because learning is not boring (Beard & Wilson, 2013).
2. Cooperative Learning: A cooperative learning process consisting of small groups who are given group member numbers to increase student involvement and understanding of learning material in the classroom (Leasa et al., 2016).

3. Number Heads Together (NHT): Number Heads Together is a learning method that requires students to actively participate and improve critical thinking in a class learning group (Amirullah et al., 2017).

1.5 Significance Of Study

1. Theoretical: This research contributes to experience-based learning which supports the theory related to Number Heads Together (NHT) Type Cooperative Learning.
2. Practical: This research informs readers about students' experiences in learning discussion text through the number heads together (NHT) cooperative learning method.



CHAPTER V CONCLUSION

This chapter presents two main parts. The first part contains the conclusions of the research results that have been discussed previously. The second part contains suggestions for students, lecturers, and future researcher.

5.1 Summary of the Findings

There are two questions in this study. The first question asks about students' experiences in learning discussion text using the NHT (number heads together) type cooperative method. The second question asks about the challenges for students when following the NHT (number heads together) type cooperative method in learning discussion text. Based on the results and discussion above, it is concluded that:

1. Students' experiences in learning discussion text using the NHT (number heads together) type cooperative method consist of positive experiences and negative experiences. Students have positive experiences in the form of interactive, enthusiasm, and confidence in answering teacher questions in learning discussion text. In addition, all students thought that the positive interactive, enthusiastic, and confident experience made students able to improve their reading skills by understanding the text given by the teacher. With the text given by the teacher, pronunciation improved in answering questions, and also students' vocabulary increased because they read the text given by the teacher during NHT learning. Furthermore, students have negative experiences in the form of nervousness and anxiety. All students think that when their member number is called or pointed to by the teacher in answering questions they feel nervous and anxious because they are not good at learning the material presented by the teacher.
2. The challenges faced by students when following the cooperative method type number heads together (NHT) in

learning discussion text consist of Students' readiness to think critically and Less active participation of other students in groups. All students expressed that they were not ready to think in answering questions given by the teacher. Students could not think calmly and answer questions optimally. In addition, the challenges they faced when following the cooperative learning method type number heads together (NHT) in learning discussion text were that there were students in the group members who were less active and difficult to work with or solve questions from the teacher.

5.2 Suggestion

Based on the conclusion of the research results above, the following implications and suggestions related to the research can be suggested by the researcher. The suggestions taken are as follows:

All students at one of the senior high schools in Pematang Lestari stated that the Number Heads Together (NHT) cooperative learning method can develop students' reading skills through the experiences gained by students. Therefore, from now on students can follow the NHT cooperative learning method. After learning to use the NHT cooperative learning method, it can help students become enthusiastic, interactive, and confident in answering teacher questions using English. So that students' pronunciation and vocabulary improve.

This study can be a guideline for one of the Senior High School 01 Comal, students and English teachers to regulate the level of pronunciation fluency and vocabulary mastery of students before and after learning using the cooperative learning method type number heads together. This is done to create a better teaching and learning environment.

Further research needs to be done to find out students' reading skills further after learning using the cooperative learning method type number heads together. This research should be conducted in the long term or continued using

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Appendix 3: Curriculum Vitae**CURRICULUM VITAE**

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