
APPLYING COOPERATIVE LEARNING MODEL TYPE NUMBERED HEAD TOGETHER FOR ACCOUNTING STUDENTS AT SMKN 1 NANGA PINOH

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ABSTRACT

Students' low scores and interest in accounting major at SMKN 1 Nanga Pinoh became the main issues in conducting this research. Learning outcomes are low because students are not able to understand the material well. Besides, learning activities were boring for the students. This research aims to improve student learning outcomes in English using the Cooperative Learning Type Number Head Together (NHT) learning model. The research method used was classroom action research. Data collection tools used were observation, test questions, questionnaires, and interviews. The findings showed that in the first cycle, there was a 60% increase in student learning activities, and only 57% of students completed. Meanwhile, more than 50% of the students liked the learning model used. A greater increase was shown by students after the second cycle was implemented. Observation results showed 90% of students were active while studying. Learning outcomes also increase to 90% of students complete. Meanwhile, the response questionnaire shows that almost 100% of students like learning English using the Cooperative Learning Type Number Head Together (NHT) learning model.

Key Words: Learning Model, Cooperative Learning, Number Head Together (NHT).

ABSTRAK

Penelitian ini dilatarbelakangi rendahnya nilai dan minat siswa Jurusan Akuntansi di SMKN 1 Nanga Pinoh. Hasil belajar yang rendah dikarenakan siswa tidak mampu memahami materi dengan baik serta aktivitas belajar yang dirasa siswa membosankan. Adapun penelitian ini bertujuan meningkatkan hasil belajar siswa pada mata pelajaran Bahasa Inggris menggunakan model pembelajaran *Cooperative Learning Tipe Number Head Together (NHT)*. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK). Alat pengumpul data yang digunakan adalah observasi, soal tes, angket dan wawancara. Hasil penelitian pada siklus I yaitu terdapat 60% peningkatan aktivitas belajar siswa dan hanya 57% siswa yang tuntas. Sedangkan angket respon menunjukkan lebih dari 50% siswa menyukai model pembelajaran yang digunakan. Peningkatan lebih besar ditunjukkan siswa setelah dilaksanakan siklus II. Hasil observasi menunjukkan 90% siswa aktif saat belajar. Hasil belajar juga meningkat menjadi 90% siswa tuntas. Sedangkan angket respon menunjukkan hampir 100% siswa menyukai pembelajaran Bahasa Inggris dengan menggunakan model pembelajaran *Cooperative Learning Tipe Number Head Together (NHT)*.

Kata Kunci: model pembelajaran, *Cooperative Learning*, *Number Head Together (NHT)*.

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Intoduction

Education is a basic goal to develop human quality, as an activity that is conscious of purpose, then in its implementation, it is in a continuous process in each type and level of education, all are related to an integrated educational system. One of the essences of education is directing to more perfect growth. Through education, children are expected to be directed programmatically to achieve mastery of certain knowledge, skills, and attitudes for professional and life tasks. In this case, education directs children to things that are life skills or skills.

Education is an investment in the future of individuals, communities, nations, and countries which through education the nation's children are educated, nurtured, guided, formed, and trained to become the next generation who continue the deals of the nation as stated. The constitution of the Republic of Indonesia No. 20 of 2003 concerning the national education systems reads: “

“Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that the students can actively develop their potential to have spiritual

strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation and the state (Law No. 20 of 2003, page 3)”

English is one of the lessons about a language that is not the “Mother tongue”, So it is always an obstacle for students to understand the lessons. One of the efforts to improve the quality of learning English is by using active learning. Active learning is fast, fun, supportive, and engaging learning. To learn science well, active learning helps to listen, to see, to ask questions about certain subjects, and to discuss with others. Learning English requires an active role from students to be willing to learn from students to learn independently or study in groups. For example, discussing each other in groups, but in English.

The essence of the *NHT Type Cooperative Learning* model according to Slavin (2010: 8) is learning in which students learn together, contribute thoughts, and are responsible for the results of learning achievement individually or in groups. Furthermore, Slavin in Trianto (2011: 56) states that in "cooperative learning students learn together as a team in completing group assignments to achieve common goals". So each member of the group has the same responsibility for the success of his group. Then, Suprijono (2011: 54) stated that cooperative learning is a broader concept covering all types of group work including more teacher-led forms. Thus, *the NHT Type Cooperative Learning* learning is learning that requires students to form groups and work in numbered groups.

Based on preliminary research, in the process of learning English with the theme "*Personal Letter*" in class XIB SMKN 1 Nanga Pinoh there are several problems. Researchers found that student learning outcomes only reached 30% who completed according to the KKM score, namely 65, while the standard of achievement or classical completeness was at least 85% of students complete. So that there is a huge gap between student learning outcomes and classical completeness, this gap made the researcher interested in researching SMKN 1 Nanga Pinoh.

Research Method

This research is classroom action research. According to Wiriatmadja (2010: 13) Classroom Action Research (CAR) is how a group of teachers can organize the conditions of their learning practice, and learn from their own experiences. Reason and Breadbury (Kunandar, 2008: 44) "Action research is a participatory, democratic process concerning the development of practical knowledge to achieve human noble goals". According to Asmara (Sikris, 2008: 15), classroom action research has the following general characteristics: For example, discussing each other in groups, but in English. (1) Actions are micro, (2) The action design and action program are flexible or flexible, (3) Action research is applied research where researchers are more active in problemsolving, (4) The research implementation is a regular cycle.

Classroom action research is known as a cycle. The cycle is a stage in the application of the learning model in the classroom. In classroom action research, there are at least two cycles, the first cycle, and the second cycle. If at the end of the second cycle the student learning outcomes have not reached the minimum completeness criteria, namely 85% of the total number of students, then it must be continued to the next cycle. The action in this research consisted of two cycles. Each cycle has the same flow with different methods.

The subjects in this research were class XIB Accounting Major of SMKN 1 Nanga Pinoh. The researcher chooses Class XIB Accounting Major to be the subject of the research because the problem arouses in the class, this is based on the data on student learning outcomes in English with the theme "*Personal Letter*" indicating that class XIB in the accounting major has a lower score than XIA, where the average score of students XIB 50.92 with complete provisions only 30% of the total number of students. Data collection tools used were interview, observation sheets, and questionnaires. The observation sheet was analyzed using the descriptive method following the observation checklist data obtained. The checklist data obtained will be described according to conditions in the field. The formula for calculating the results of the observation on the Guttman scale (Supanggih, 2011: 43)

$$X\% = \frac{n}{N} \times 100\%$$

Description:

- X% = Percentage
- n = Number of students category
- N = Total number of students category
- 100% = Fixed Number

Table 1 Criteria Indicator Percentage

Percentage Interval	criteria	Description
80 – 100	A	Excellent
68 – 79	B	Good
56 – 67	C	Fair
45 – 55	D	Poor
0 – 44	E	Fail

Source: (Arikunto, 2009: 245)

To find out students' learning outcomes, researcher used a multiple choice test. He used a percentage formula (Sugiyono, 2008: 84):

$$NP = \frac{R}{SM} \times 100\%$$

Description:

- NP = Expected percentage score,
- R = Obtained score,
- SM = Maximum score of the test,
- 100% = Fixed number

Meanwhile, to calculate the percentage of classical completeness using the percentage formula for classical completeness, namely:

$$P = \frac{n \times 100\%}{N}$$

Description:

- P : Expected percentage,
- n : Obtained score,
- N : Maximum score of the test,
- 100% : Fixed percentage

Student learning completeness is achieved by the students when they get a score of 65. A learning strategy in class can be successful if the average percentage of students' completeness reaches $\geq 85\%$. Analysis of the questionnaire, namely the questionnaire used five alternative answers "yes" and "no". Then, the questionnaires were analyzed by the students' percentage. The students' answers then calculated by the following formula (Trianto, 2013):

$$\text{Percentage of student responses} = \frac{A}{B} \times 100\%$$

Information:

- A = Proportion of students voting
- B = Number of student (Respondent)

Results and Discussion

This classroom action research consisted of 2 cycles because indicators of success have been achieved in the second cycle. Students experienced an excellent increase in learning outcomes and, students also responded well to the use of the *NHT Type Cooperative Learning method*.

The following are the results of cycle I implementation:

1) Student Observation Results

Table 2. Student Observation Results (Cycle I)

No	Aspects Observed	Observation results	
		Yes	No
1	Learning Motivation	√	
2	Students pay attention to the explanation from the teacher	√	
3	Students enter class on time and regularly	√	
4	All students in the group work together		√
5	Students can be independent and responsible	√	
6	Students actively ask the teacher		√
7	All students follow the learning process with the Cooperative Type NHT	√	
8	The suitability of NHT with the learning plan		√
9	Comfortable learning atmosphere	√	
10	Students answer the teacher's questions well.		√
Percentage		60%	40%

From the observation of the learning activities of the XIB class students of the Accounting major in English subject using *Cooperative Learning Type NHT*, it can be concluded that students have improvement in learning activities. It can be seen from the table above, 60% of students were active in learning.

2) Students learning outcomes

Table 3. Students learning outcomes

	Cycle I
Average score	63,57
Classical completeness	57%

Based on table 3, the results of daily tests in cycle I using *the Cooperative Learning Numbered Head Together (NHT) learning model*, students' understanding is still low. It can be seen from the average value of daily tests, namely 63.57. In the daily test cycle I, there were 12 students or 57% of the students who did not complete, while 9 students or 43% did not complete the test. So in the first cycle, the students' scores have not been completed as a whole because they have not reached the Minimum Completeness Criteria (KKM), namely 65.

3) Questionnaire and Interview Results

Table 4. Student Response Questionnaire Results

No	Questions	Answer Options			
		Yes	(%)	No	(%)
1	Do you like the <i>Cooperative Learning Numbered Head Together (NHT) learning model?</i>	15	71%		29%
2	Are you excited about learning English using the <i>Cooperative Learning Numbered Head Together (NHT) learning model?</i>	19	90%	2	10%
3	Do you agree that English lessons often use <i>the Cooperative Learning Numbered Head Together (NHT) learning model?</i>	17	80%	4	20%

Based on the table 4, it can be concluded that students *like the Cooperative Learning Numbered Head Together (NHT) learning model* in English lessons. Meanwhile, from the results of interviews with several students who experienced incomplete, students answered that during the test students forgot about the material they had learned, not because they did not like the learning model that had been used. Even so, the research continued to cycle II because the student learning outcomes and student observations had not yet reached the performance target.

Seeing the results obtained in the first cycle, the authors decided to continue classroom action research in the second cycle. The results obtained in the second cycle are as follows

1) The student Observation

Table 5. The Student Observation (Second cycle)

No	Aspects Observed	Observation results	
		Yes	No
1	Eager to learn	√	
2	Students pay attention to the explanation from the teacher	√	
3	Students enter class on time and regularly	√	
4	All students in the group cooperate with each other	√	
5	Students can be independent and responsible	√	
6	Students actively ask the teacher	√	
7	All students follow the learning process with the NHT Type Cooperative model	√	
8	NHT compliance with the learning plan	√	
9	Fun classroom atmosphere	√	
10	Students answer the teacher's questions well		√
Percentage		90%	10%

From the observation in Cycle II learning activities of class XIB students (table 5) of Accounting major in English using Cooperative Learning Type NHT, it can be concluded that students have experienced an increase in learning activities very well. It can be seen from the table above, 90% of students are active in learning.

2) Student Learning Outcomes

Table 2. Student Learning Outcomes

	Cycle I
Average score	73,33
Classical completeness	90%

In cycle II, the average score of students using the Cooperative Learning Numbered Head Together (NHT) learning model increased to 73.33. The lowest score was 60 and the highest score was 95. In cycle II, students who completed were 19 students or 90%, while those who did not complete were 2 students or 10%. The average score of the students' daily tests was 73.33. In cycle II, the student's score considered to be completed because the score obtained was above the Minimum Completeness Criteria (KKM), namely 65. Classically, student learning completeness was 90%.

3) Quisioner and Interview

Table 6. Students' response from the quisioner

No	Questions	Answer Options			
		Yes	(%)	No	(%)
1	Do you like the <i>Cooperative Learning Numbered Head Together (NHT) learning model?</i>	21	100%	0	0%
2	Are you excited about learning English using the <i>Cooperative Learning Numbered Head Together (NHT) learning model?</i>	20	95%	1	5%
3	Do you agree that English lessons often use <i>the Cooperative Learning Numbered Head Together (NHT) learning model?</i>	21	100%	0	0%

Based on the table above, it can be concluded that in cycle II all students liked the Cooperative Learning Numbered Head Together (NHT) learning model in English lessons. Meanwhile, from the results of the interview, students stated that they were not excited at the time of learning because the student was sick. This condition also makes these students incomplete during the daily test cycle II. Thus, the research was declared complete in cycle II.

The following is a graph of improvement of research findings toward the cycles:

1) Improvement of Observation results

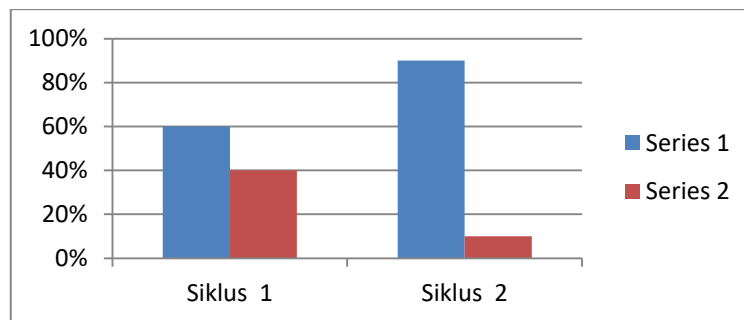


Figure I. The improvemnet of students' observation result

2) Improvement of Students' learning outcomes

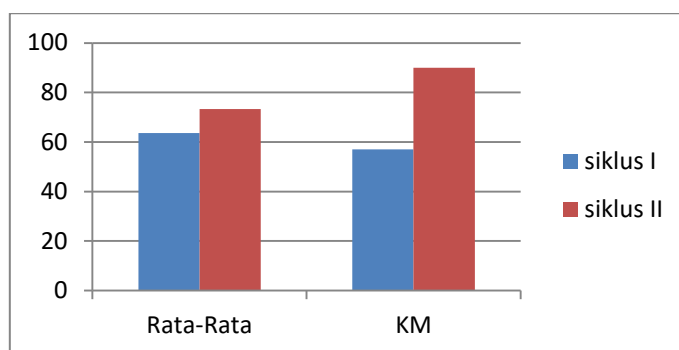


Figure 2. The Improvement of Students' learning outcomes

3) Improvement of students' response

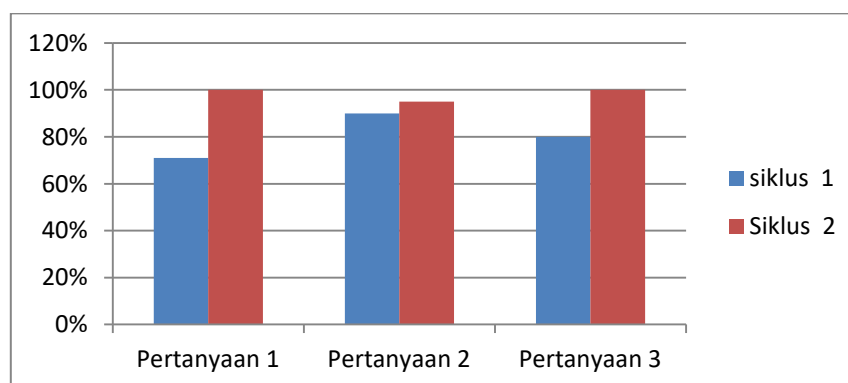


Figure 3. Improvement of students' response

Conclusion

The conclusion of this classroom action research (CAR) is there is an improvement of students' English learning outcomes of SMKN 1 Nanga Pinoh in class XIB of Accounting major using the Cooperative Learning Numbered Head Together (NHT) learning model. The improvement of the students' learning process can be seen from the improvement of students learning more active activities. Besides, the students' scores on the test increased well, and the students responded positively to the implementation of the learning model.

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