

**INCREASING STUDENTS' LEARNING ACTIVITY IN
MEDIA AND LEARNING RESOURCES CLASS BY USING
NUMBER HEADS TOGETHER (NHT)
(A CLASSROOM ACTION RESEARCH)**

Hidya Maulida

Norliani

hidya.maulida@gmail.com

STKIP PGRI Banjarmasin

ABSTRACT

This research aims to increase students' learning activity in *Media and Learning Resources* class. The kind of research is classroom action research conducted two cycles with the subject is the fifth semester students of English department. Technique of collecting data is observation and analyzing quantitatively and qualitatively. From cycle I and cycle II, students' learning activity is increasing. Research hypothesis stated that the use of *Number Heads Together* technique can increase the students' learning activity can be proven. It is concluded that the use of *Number Heads Together (NHT)* can increase students' learning activity in *Media and Learning Resources* class. The students' learning activity increases 37,5% , from 25% to 62,5%. *Number Heads Together* should be developed and applied in every education level because this technique makes students are more aware that they are observed so it stimulates them to be active.

Keywords : Media and Learning Resources, Students' Learning Activity, Number Heads Together

INTRODUCTION

One of expected result of teaching –and-learning process at a university is independent students, involves independence of learning. It is expected to the students to not depend on lecturer; they must be active in learning process.

In teaching-and-learning process, students do not only sit and copy but also asked to think, ask, give opinion, give comment of, even, criticize of lecturer' or friends' opinion. Students are also asked to include emotional in learning, understand problems and find the solution. This activeness must be in every student. However, there are only several active students in teaching-and-learning process. Based on experiences, only 25%- 40% are active students while the others are passive. Eventhough, there are

students who talk out of topic with his/her friends while teaching and-learning process although the lecturer has given chance to ask questions, give opinion or comment or ideas. This happened at fifth semester students of English education department in *Media and larning Resources* class.

The low of effectiveness is related to many factors;external and internal factors (Bigg&Tefler, 1987:141-163; Winkel, 1991:200-210). Internal factors affecting students' activity are attitude, motivation, concentration, intellectual intelegence, emotional intelligence, and interest. External factors affecting students'activity are learning material, learning source, environment , and teacher or lecturer. The comprehension toward factors affecting students'activity related to effort to solve the problem. Related to the poorness of students' learning activity in *Media and Learning Resources* class, it is assumed that it because of method used by the lecturer. Although the method is presentation and discussion but students' learning activity is still low. Several students usually ask questions but only a few students have bravery in giving opinin or comment. So, the interaction in the class in monotonous only between lecturer and students and lecturer is dominant in answering the questions. In other side, it is expected to have multi interactions in teaching-and-learning process.

For this problem, lecturer used *Number Heads Together* technique to in increasing students' learning activity in *Media and larning Resources* class.

Number Heads Together (NHT) Technique

Numbered Head Together is one of techniques in cooperative learning. Cooperative learning is teaching technique which the teacher taught the students in group that usually consists of four students to discuss about the topic together. The aim of cooperative learning is not only to make students active but also to train them to socialize, work together and help each other.

Cooperative learning has several techniques. Based on Slavin, some techniques in cooperative learning are Students Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Numbered Heads Together, Think- Pair-Share and many more. Then, Olsen and Kagan in Richards and Rodgers stated, the following example in cooperative learning activities likes Three-step interview, Roundtable, Think-Pair-Share, Solve-Pair-Share, Numbered Heads Together.

Numbered Heads Together is chosen for some reasons:

- a. It gets straight to the student the teacher calls out.

- b. It allows teacher to control students easily.
- c. It allows students feels they are always in teacher's control.

Procedures in *Number Heads Together* Technique

There six procedures in *Number Heads Together*;

- a. Teacher devides students into groups, every student gets the number from 1 to 4 or 6
- b. Teacher gives task.
- c. Students do the task
- d. Teacher calls one student to report the group work.
- e. Teacher asks comments from the students and asks comments from students who has the same number.
- f. Teacher calls other students/other numbers.

METHOD

This is an classroom action research. Action action research is basically a way of reflecting on teacher's way of teaching by systematically data on everyday practice and analyzing it in order to come on decision about what practice should be applied later (Wallace in Mackey and Gass, 2005, p.216). This classroom action research is conducted in *Media and Learning Resources* Class of English Department, STKIP PGRI Banjarmasin, academic year 2015/2016.

The subject are 30 students. The model used is in two cycles (Arikunto, 2010, p.17). Each cycle has four stages; planning, implementing (done twice), observing, and reflecting. Data is collected by using observation of student's activities and observation and teacher's activities.

Indicator of Students' Activity

NO	Indicator	Frequency	Score
1	Asking question		
2	Answer lecturer's or friends' question		
3	Giving opinion		
4	Giving comment lecturer's or friends' opinion.		

The score is given based on the following rule :

- If 4 indicators arise, score is 100
- If 3 indicators arise, score is 75
- If 2 indicators arise, score is 50
- If 1 indicators arise, score is 25
- If no indicators arise, score is 0

The data collected is analysed by comparing students' learning activity from cycle I and cycle II. The average of students' learning activity is expected to increase more than 50% .

FINDINGS AND DISCUSSION

Students learning activity from before using NHT is presented in following table:

Subject	Indicator				Score
	Asking question	Answer lecturer's or friends' question	Giving opinion	Giving comment lecturer's or friends' opinion.	
1	√	√	√		75
2					-
3					50
4					25
5					-
6		√			75
7	√				50
8					-
9					50
10					-
11					25
12					-
13					25
14					-
15					25
16					25
17					-
18					25
19					-
20					25
21					-
22	√				25
23			√	√	50
24					25
25					-

26					25
27				√	25
28			√	√	50
29			√		50
30					25
Jumlah					750
Rata-rata					25 %

Table 1. Percentage of Students' Learning Activity on Pilot Study

From the table 1 it can be described that in Pilot Study, students' learning activity shows 25%. It means that students' learning activity score is only 750. It is still far from maximal score; 3000.

Students learning activity from cycle I is presented in following table

Subject	Observation	
	Meeting I	Meeting II
1	75	75
2	25	25
3	50	75
4	25	25
5	25	25
6	50	50
7	25	25
8	25	50
9	50	50
10	25	25
11	50	75
12	25	25
13	50	50
14	25	50
15	25	25
16	25	25
17	25	25
18	25	25
19	25	25
20	25	25
21	25	25
22	25	25

23	50	75
24	25	25
25	25	50
26	25	25
27	25	25
28	50	50
29	25	50
30	25	25
Jumlah	975	1150
Rata rata	32,5%	38,33 %
Rata rata 1 dan 2 = 35,41%.		

Table 2. Percentage of Students' Learning Activity of Cycle I

From the table, it can be described that students' learning activity increases from meeting 1 to meeting 2, from 32,5 % to 38,33 %. The average percentage is 35,41%. The students looks more enthusiastic in teaching and learning process.

Students learning activity from cycle II is presented in following table:

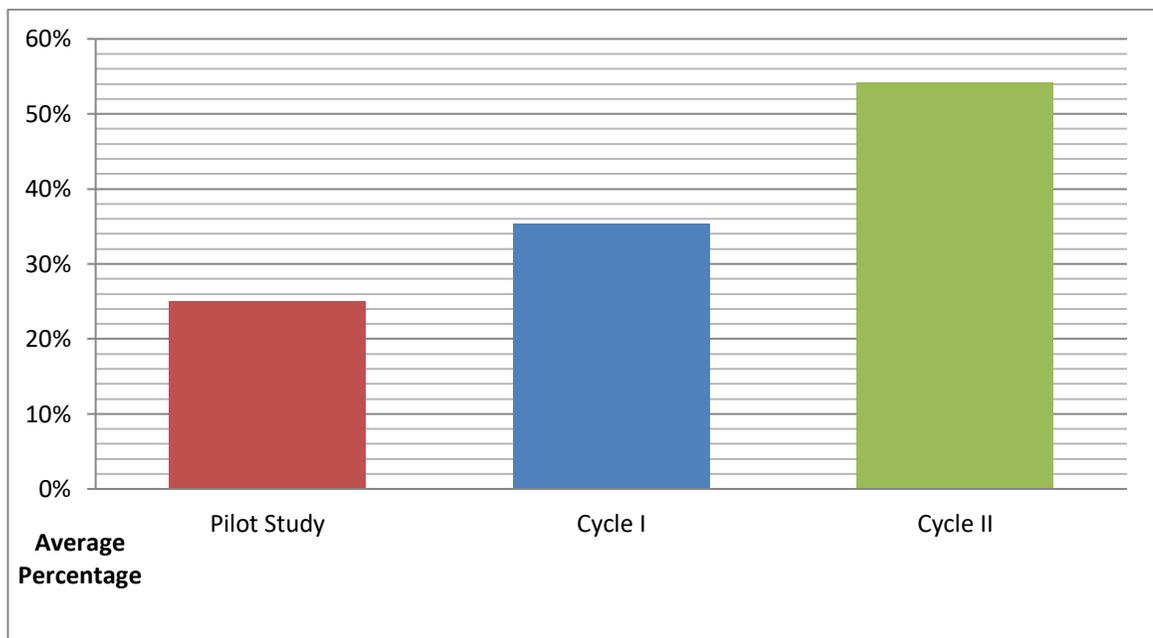
Subject	Observation	
	Meeting I	Meeting II
1	100	75
2	25	50
3	100	100
4	25	50
5	25	50
6	75	100
7	25	25
8	50	50
9	75	100
10	25	50
11	100	100
12	75	75
13	75	100
14	50	50
15	25	50
16	25	50
17	50	50
18	25	50

19	25	50
20	25	50
21	25	50
22	25	75
23	75	50
24	25	50
25	50	50
26	25	50
27	25	50
28	50	50
29	50	75
30	25	50
Jumlah	1375	1875
Rata rata	45.83%	62,5 %
	Rata rata 1 dan 2 = 54,19 %	

Table 3. Percentage of Students' Learning Activity of Cycle II

In cycle II, students' learning activity also increases from meeting 1 to meeting 2, from 45,83 % to 62,5%, the average percentage is 54,19%.

The increase of students learning activity in pilot study ,cycle I, and cycle II can be seen from the following graph:



CONCLUSION

Based on the results observation, the actions for two cycles have been implemented well as previously planned.

From cycle I and cycle II described in the discussion, it can be concluded that students' learning activity is increasing. Thus the research hypothesis which stated that the use of Number Heads Together techniques can improve the students' learning activity in Media and Learning Resources class can be proven.

Based on the research, it is concluded that the use of Number Heads Together (NHT) technique can increase students' learning activity in lecturing Media and Learning Resources. The students' learning activity increases 37,5% , from 25% to 62,5%

Based on the research, researcher suggests Number Heads Together technique should be developed and applied in every education level because this technique makes students are more aware that they are observed by teacher and stimulates them to be active.

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