

The Storytelling Ability of Nine Grade Students at SMP Negeri 15 Ambon Using Numbered Heads Together (NHT) Learning Model



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ABSTRACT: This study aims to improve the storytelling ability of students in class IX-1 at SMP Negeri 15 Ambon using the numbered heads together (NHT) learning model. The research data is in the form of storytelling ability test results in each cycle. The research subjects were students of class IX-1 SMP Negeri 15 Ambon totaling 24 students. The final score of each student is obtained from the acquisition score divided by the total score then multiplied by the ideal score (100). The final value is then converted according to the specified criteria. The results showed that there was an increase in students' storytelling ability at class IX-1 SMP Negeri 15 Ambon using the numbered heads together (NHT) learning model. This can be seen from the number of students who achieved the minimum completeness criteria (in Indonesia = KKM) in the first cycle meeting 1 namely 7 students (29,16%) and meeting 2 namely 16 students (66,66), to 21 students (87,50%) in the second cycle.

KEYWORDS: CAR, completeness, NHT, learning outcomes, storytelling ability.

I. INTRODUCTION

Global competitiveness demands the availability of quality human resources. The quality of these human resources can only be obtained from the learning process, namely through education. Education is a universal activity in human life. Through education, humans try to develop their potential, change behavior for the better.

Education in today's schools does not only meet curriculum targets, but demands the understanding and creativity of students. According to Solissa & Parinussa (2022) the understanding in question is not understanding in a narrow sense, namely memorizing subject matter, but understanding in a broad sense which is more likely to emphasize the learning process which includes finding concepts, searching and so on, and students are required to be able to apply them in learning, everyday life. In fact, such learning practices have not been implemented as a whole so that the goals and educational outcomes have not met expectations.

Indonesian language learning is expected to help students get to know themselves, their own culture and the cultures of others, express ideas and feelings, communicate effectively and efficiently, participate in society and discover and use the analytical and imagination skills that exist within them (BNSP, 2007; Solissa, 2022)

The importance of learning Indonesian is when we have to convey things in formal situations or in terms of writing. Therefore, in the current curriculum, the syllabus for Indonesian subjects has divided Indonesian language learning into four aspects of language skills, namely listening, speaking, reading and writing. Solissa (2021) stated that in the learning process at school, it is certain that every student expects to get good learning outcomes, because good learning outcomes can help students achieve their goals. Good learning outcomes are only achieved through a good learning process. If the learning process is not optimal, it is very difficult to expect good learning outcomes to occur

Speaking is the ability to apply perfect spoken language and is a way for a person to gain extensive and perfect knowledge (Rohelah, 2021; H. G. Tarigan, 1990). Speaking is also one of the main language skills and is first learned by humans in their lives before learning other language skills (Anggraini, 2019; Ilham & Wijati, 2020). Since a baby is born, he has learned to voice sound symbols through crying to communicate with his environment (H. G. Tarigan, 1990). Storytelling ability play a very important role in human life. Thus, the ability to speak is a factor that greatly affects a person's proficiency in delivering information orally.

Speaking is one of the language skills that must be mastered by grade VII junior high school students. One of the storytelling ability that must be mastered by students is the skill of expressing opinions orally through discussion.

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Based on observations made by researchers in class IX of SMP Negeri 7 Ambon, problems regarding students' storytelling ability, especially in discussing, are still not optimal. This arises because (1) students are afraid to express ideas to friends; (2) students lack confidence in their storytelling ability; (3) when students are asked to discuss a topic, there are only a few active students who speak and want to express opinions, while the other students are only listeners; (4) The teacher has not used the right learning strategy and (5) the teacher has not given enough motivation to the students.

Teachers as professionals must have some knowledge of applying various learning theories in the field of teaching, the ability to choose, apply effective and efficient teaching methods, the ability to involve students in active participation, and the ability to create a learning atmosphere that supports the achievement of educational goals (Hamdayama, 2022; Solissa, 2022; Suzana et al., 2021). Therefore, improvements are needed that can encourage all students to be active in expressing opinions or thoughts and feelings orally. Learning will be more optimal if the right approach or method is used. To optimize student learning outcomes, especially students' storytelling ability, an approach or method that emphasizes student cooperation, activity, and creativity is needed and there is an opportunity to process and improve information.

The learning strategy most often used to activate students is to involve students in discussions with the whole class (Luzyawati, 2017; Surayya et al., 2014; Syaparuddin et al., 2020). However, this strategy was not very effective even though the teacher had tried and encouraged students to participate, but most of the students were only spectators while only a few students controlled the class.

Efforts made to improve the quality of such learning are cooperative learning. Cooperative learning is often called a mutual cooperation teaching system. Through cooperative learning, students will work together in groups, then discuss information, and reveal it to other groups (Awalia & Amaliasari, 2019; Hasriyani, 2017).

One type that exists in the cooperative learning model is Numbered Heads Together (NHT). Through the NHT learning model, it is hoped that students will dare to express their opinions in front of the class. Through this model students will work in groups. Thus, students' knowledge and insight develop, students master the topic of discussion more so that students' storytelling ability can be improved.

II. LITERATURE REVIEW

Storytelling Ability

Speaking is a language skill that develops in a child's life which is only preceded by listening skills, and at that time the ability to speak or speak is learned.

Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings (Rohelah, 2021; Tarigan, 1990). According to Tarigan (1990) speaking is the skill of conveying messages through spoken language. The link between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in the original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the sound of the language into its original form.

Storytelling ability is the ability to pronounce sentences to express, state, convey thoughts, ideas, and (Anggalia, 2014; Aprinawati, 2017; Melasarianti, 2018; Tambunan, 2018). From some of the opinions above, it can be concluded that speaking is not just uttering sounds or words, but a tool for communicating ideas, expressing thoughts and feelings that are arranged and developed according to the needs of the listener or listener.

Good storytelling ability are needed in various government, private, and educational positions. A leader, for example, needs to master storytelling ability in order to mobilize the community to participate in development programs. A trader needs to master the skill of speaking in order to convince and persuade potential buyers. Likewise, educators are required to master storytelling ability in order to convey information properly to their students.

The ability to become a reliable speaker is not obtained automatically or only relies on great talent and (charismatic) nature alone, but can also be learned and or through a lot of practice.

The main purpose of speaking is to communicate (Aprinawati, 2017; Dewi, 2017; Melasarianti, 2018; Nurlaelah & Sakkir, 2020). In order to convey thoughts effectively, the speaker should understand the meaning of everything he wants to convey, the speaker must evaluate the effect of his communication on his listeners.

Tarigan (1990) suggests that the purpose of speaking is divided into three groups, namely:

1. Entertaining. Speaks to entertain listeners. Speakers attract the attention of listeners in various ways such as humor, spontaneity, excitement, witty stories, adventures and so on.
2. Inform. Speaking for the purpose of informing, to report, is carried out when someone wants to explain a process, describe, interpret, or impart knowledge, explain rules, relationships, relations between objects, or research.
3. Stimulate. Stimulating talk has a serious, sometimes stiff feel. The speaker has a higher position than the listener. In stimulating speaking, the speaker tries to arouse the enthusiasm of the listener so that the listener works more diligently, does

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good, behaves politely and learns more continuously. Speakers are usually based on a sense of affection, need, willingness, hope and inspiration of the listener.

4. Convince. Speaking convincingly aims to convince the listener. The atmosphere is serious, gripping and tense. Through storytelling ability, the speaker tries to change the attitude of his listeners from disagreeing to agreeing, from not being sympathetic to being sympathetic and so on. In speaking convincingly, the speaker must base his conversation on arguments that are reasonable, logical, reasonable and can be accounted for from all aspects. The purpose of speaking is to convince the listener of something through convincing conversation, the listener's attitude can be changed, for example from an attitude of refusal to an attitude of acceptance.

A good speaker gives the listener the impression that the person is master of the matter, has courage and enthusiasm. Mastery of the problem will involve the depth of content and coherence of presentation. Meanwhile, courage and enthusiasm will be seen in the appearance, voice quality, and humor displayed. Good speakers need to be supported by good listeners, namely listeners who are critical and responsive. Such listeners are generally willing to understand and respond critically to the subject matter. Thus, there will be reciprocal interaction between the speaker and the listener so as to create a lively conversation.

To be a good speaker, a speaker must not only give the impression that he is in control of the issues being discussed, the speaker must also show courage and enthusiasm.

According to Maryatin & Retnowaty (2018), Tabelessy (2020), and Putri (2017) there are four linguistic factors that the speaker must pay attention to, namely:

1. Pronunciation. A speaker must get used to pronouncing the sounds of the language correctly. Improper pronunciation of language sounds can distract listeners. Of course, the pattern of speech and articulation used is not always the same. Everyone has their own style and the style of language used varies according to the subject, feeling, and target. However, if the differences or changes are too conspicuous, and distorted, then the effectiveness of communication is certainly greatly influenced by the mother tongue. For example, the pronunciation of e which is not correct in the pronunciation of syllables, for example, merchants.
2. Appropriate placement of pressure, tone, and duration. Tone stress, joints, and duration will be the main attraction in speaking. Sometimes it is even a determining factor even if the problem being discussed is less interesting, with the appropriate placement of pressure Tone, joint and duration, will cause the problem to be interesting. On the other hand, if the delivery is flat, it will almost certainly lead to boredom and the effectiveness of speaking will be reduced. For example, putting stress on words or syllables. The sound stress that usually falls on the last syllable or the second syllable from the back is then placed on the first syllable. Like the words ref, dare, opportunity, we put stress on pe, pem, ke-, it sounds awkward. The listener's attention will turn to the speaker's way of speaking so that the subject or impression conveyed is not paid attention to.
3. Choice of Words (Diction). The choice of words should be precise, clear, and varied. Clearly the meaning is easy to understand by the target audience. The listener will be more aroused and understand better, if the words used are already known to the listener. For example, popular words will certainly be more effective than grandiose words, and words that come from foreign languages. Unknown words do arouse curiosity, but will hinder smooth communication. We must adjust the choice of words to the subject and with whom we are talking (the listener). Listeners will be more interested and happy to hear if the speaker speaks clearly in the language mastered, in a sense that really belongs to him.
4. Conversation target. This concerns the use of sentences. Speakers who use effective sentences will make it easier for listeners to catch their conversation. The arrangement of the narrative of this sentence greatly influences the effectiveness of delivery. A speaker must be able to compose effective sentences, sentences that hit the target. So that it can cause influence, leave an impression, or cause consequences. Effective sentences have the characteristics of intact, interlocking, concentration of attention, and frugality. The completeness of the sentence is seen in the completeness of the sentence elements. Sentence linkage is seen in the compactness of the relationship between the elements in the sentence, the relationship must be clear and logical. Concentration of sentence attention is indicated by the placement of important parts of the sentence at the beginning or end of the sentence.

Numbered Heads Together (NHT) Learning Model

The NHT structure, also known as group thinking, is an approach developed by Spancer Kagen. The NHT learning model is used to involve more students in studying the material covered in a lesson and check their understanding of the content of the lesson instead of asking questions to the whole class (Hurianty et al., 2018; Pendi & Mbagho, 2021).

The NHT model is one type of cooperative learning with the following syntax: Directing, create heterogeneous groups and each student has a certain number, give the problem of teaching materials, then work in groups, group presentations with the same number of students according to their respective assignments so that discussions occur class (Aidah, 2021).

The NHT model is a type of cooperative learning consisting of stages used to review facts and basic information that functions to regulate student interaction. This learning model can also be used to solve problems with a limited level of difficulty.

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NHT as a learning model is basically a variation of group discussion. NHT or numbered heads is a type of structural approach cooperative learning that provides opportunities for students to share ideas and consider the most appropriate answers (Lie, 2002).

From some of the opinions above, it can be concluded that the NHT model is a group learning model in which each group member is responsible for their group assignments, so that there is no separation between one student and another in a group to give and receive from one another. .

According to Lie (2007) the NHT model is basically a variation of group discussion with its characteristic that the teacher appoints a student who represents the group without informing in advance who will represent the group, so this method guarantees the total involvement of all students and is a very good effort. to increase individual responsibility in group discussions. In addition, the NHT learning model provides opportunities for students to share ideas and consider the most appropriate answers.

With the total involvement of all students, this will certainly have a positive impact on student learning motivation. Students will try to understand concepts or solve problems presented by the teacher as revealed by Esminarto et al (2016) that by cooperative learning or cooperation between fellow students in a communication learning can be more exciting and can improve student achievement.

The stages in learning NHT include numbering, asking questions, thinking together, and answering (Lie, 2002).

Stage 1. Numbering.

The teacher divides students into groups of 3-6 people and each member is given a number from 1 to 6. To give color to the group, each group is given (eg red group, blue group) according to the group card.

Stage 2. Asking questions.

The teacher asks a question to the students. Questions may vary. Questions can be specific and in the form of interrogative sentences or directives.

Stage 3. Think together.

Students unite their opinion on the answer to the question and make sure each member on their team knows the answer.

Stage 4. Answering.

The teacher calls students with a certain number, then the student with the appropriate number raises his hand and tries to answer questions for the whole class.

III. METHOD

This research belongs to the type of Classroom Action Research (CAR). Classroom Action Research is action research conducted in the classroom with the aim of improving/enhancing the quality of learning practices (Arikunto, 2010). According Laurika et al (2022) this type of research presents a direct impact on students and teachers in relation to improving the teaching and learning process in the classroom.

In the implementation of CAR, there are four basic stages that must be carried out, namely (1) planning, (2) implementing, (3) observing, and (4) reflection. Elements to form a cycle, which is a cycle of successive rounds of activities that return to the original step. So, one cycle is from the planning stage to the reflection stage, which is nothing but evaluation. The length of time for one cycle depends on the material carried out in a certain way. Reflection can be done if the researcher feels that he has gained experience, in the sense that he has obtained the information necessary to improve the method that has been tried (Arikunto, 2010).

The instruments used in this study were observation sheets, interview guidelines, and assignments. This research was conducted in class IX-1 SMP Negeri 15 Ambon with the number of subjects as many as 24 students. Data was collected by using test, observation, and interview techniques. The main data of this research is test data which is analyzed by the following formula.

$$\text{final score} = \frac{\text{earned score}}{\text{total score}} \times 100$$

(BNSP, 2007)

earned score : the total number of scores obtained by students

total skor : $4 \times 3 = 12$

ideal score : 100

To assess students' storytelling ability, an assessment rubric is used as shown in table 1.

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Table 1. Storytelling Ability Assessment Rubric

Indicators	Levels	Score
pronunciation	Very Good	4
	Good	3
	Fair	2
	Poor	1
pressure, tone and duration	Very Good	4
	Good	3
	Fair	2
	Poor	1
diction	Very Good	4
	Good	3
	Fair	2
	Poor	1
conversation target	Very Good	4
	Good	3
	Fair	2
	Poor	1

(Nurgiantoro, 2018)

IV. RESULT

LEARNING CYCLE I

The results of the assessment of the storytelling ability of students of class IX-1 SMP Negeri 15 Ambon in the first cycle of learning are presented in table 2.

Tabel 2. Storytelling Ability Assesment Results Students of Class IX-1 at SMP Negeri 15 Ambon Cycle I Meeting 1

No. Subject	Indicators				Score	Final Score	Description
	1	2	3	4			
S1	3	1	1	2	7	43	-
S2	2	4	3	3	12	75	Complete
S3	3	3	2	4	12	75	Complete
S4	3	1	2	2	8	50	-
S5	2	3	1	3	9	56	-
S6	1	1	2	3	7	43	-
S7	1	2	1	4	8	50	-
S8	2	1	1	3	7	43	-
S9	3	3	3	3	12	75	Complete
S10	3	2	1	2	8	50	-
S11	3	3	1	3	10	62	-
S12	3	4	4	1	12	75	Complete
S13	3	2	3	2	10	62	-
S14	2	1	3	3	9	56	-
S15	2	3	3	3	11	68	-
S16	1	4	1	4	10	62	-
S17	3	1	1	3	8	50	-
S18	4	3	3	3	13	81	Complete
S19	1	2	3	1	7	43	-
S20	3	3	2	4	12	75	Complete
S21	1	2	3	3	9	56	-
S22	2	2	1	2	7	43	-

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S23	4	2	1	4	11	68	-
S24	3	3	2	4	12	75	Complete
Total						1436	
Average						59,83	
1 = pronunciation 2 = pressure, tone, duration 3 = diction 4 = conversation target							

Table 2 shows that 17 students (70,83%) have not reached the KKM, while 7 students (29,16%) have achieved the KKM. This means that there are still many students who have not finished. So, this research was continued in meeting 2 because completeness was still below the standard set by the researcher, namely at least 75% of all students.

Based on table 2, it is known that the difficulties faced by students in speaking are as in table 3.

Table 3. Student Difficulty Data Cycle I Meeting 1

No. Subject	Difficulty Indicators			
	1	2	3	4
S1		√	√	√
S2	√			
S3			√	
S4		√	√	√
S5	√		√	
S6	√	√	√	
S7	√	√	√	
S8	√	√	√	
S9				
S10		√	√	√
S11			√	
S12				√
S13				
S14		√		√
S15	√			
S16	√		√	
S17		√	√	
S18				
S19	√	√		√
S20			√	
S21	√	√		
S22	√	√	√	√
S23		√	√	
S24			√	
1 = pronunciation 2 = pressure, tone, duration 3 = diction 4 = conversation target				

Table 3 shows that the aspects that have not been achieved by students are pronunciation (10 students), pressure, tone, duration (12 students), diction (15 students) and conversation target (7 students).

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Table 4. Storytelling Ability Assesment Results Students of Class IX-1 at SMP Negeri 15 Ambon Cycle I Meeting 2

No. Subject	Indicators				Score	Final Score	Description
	1	2	3	4			
S1	4	2	4	2	12	75	Complete
S2	2	3	3	3	11	68	
S3	3	3	2	4	12	75	Complete
S4	4	2	3	3	12	75	Complete
S5	3	3	2	3	11	68	-
S6	2	2	3	4	11	68	-
S7	2	3	2	4	11	68	-
S8	4	3	2	4	13	81	Complete
S9	4	3	2	4	13	81	Complete
S10	3	3	2	3	11	68	-
S11	3	3	3	3	12	75	Complete
S12	3	4	4	3	14	87	Complete
S13	3	3	3	3	12	75	Complete
S14	4	3	3	4	14	87	Complete
S15	3	4	3	4	14	87	Complete
S16	3	4	2	4	13	81	Complete
S17	3	2	2	3	10	62	-
S18	4	4	3	3	14	87	Complete
S19	3	3	3	4	13	81	Complete
S20	3	3	2	4	12	75	Complete
S21	3	3	3	3	12	75	Complete
S22	3	2	2	3	10	62	-
S23	4	2	1	4	11	68	-
S24	3	3	2	4	12	75	Complete
Total					11785		
Average					74,37		
1 = pronunciation 2 = pressure, tone, duration 3 = diction 4 = conversation target							

Table 4 shows that there are 8 students who have not reached the KKM (33,33%), while those who have reached the KKM are 16 students (66,66%). This means that there is a very significant change, namely students who have not achieved the KKM decreased from 70,83% to 33,33%, while students who achieved the KKM experienced an increase from 29,16% to 66,66%. This means that there are still many students who have not finished. So, this research was continued in cycle II because completeness was still below the standard set by the researcher, namely at least 75% of all students.

Based on table 4, it is known that the difficulties faced by students in speaking are as shown in the following table 5.

Table 5. Student Difficulty Data Cycle I Meeting 2

No. Subject	Difficulty Indicators			
	1	2	3	4
S1		√		√
S2	√			
S3			√	
S4		√		
S5			√	
S6	√	√		

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S7	√		√	
S8			√	
S9			√	
S10			√	
S11				
S12				
S13				
S14				
S15				
S16			√	
S17		√	√	
S18				
S19				
S20			√	
S21				
S22		√	√	
S23		√	√	
S24			√	
1 = pronunciation 2 = pressure, tone, duration 3 = diction 4 = conversation target				

Table 5 shows that the aspects that have not been achieved by students are pronunciation (3 students), pressure, tone, duration (6 students), diction (12 students) and conversation target (1 students).

LEARNING CYCLE II

Table 6. Storytelling Ability Assesment Results Students of Class IX-1 at SMP Negeri 15 Ambon Cycle II Meeting 1

No. Subject	Indicators				Score	Final Score	Description
	1	2	3	4			
S1	3	4	3	4	14	87	Complete
S2	3	3	4	4	14	87	Complete
S3	4	3	3	4	14	87	Complete
S4	4	4	3	3	14	87	Complete
S5	4	3	3	4	14	87	Complete
S6	2	3	4	4	13	81	Complete
S7	2	3	2	4	11	68	-
S8	4	3	3	4	14	87	Complete
S9	4	4	3	4	15	93	Complete
S10	3	3	2	3	11	68	-
S11	3	4	3	4	14	87	Complete
S12	4	4	4	3	15	93	Complete
S13	3	4	3	3	13	81	Complete
S14	4	4	3	4	15	93	Complete
S15	4	4	3	4	15	93	Complete
S16	3	4	3	4	14	87	Complete
S17	3	2	3	4	12	75	Complete
S18	4	4	4	3	15	93	Complete
S19	3	4	3	4	14	87	Complete
S20	4	3	3	4	14	87	Complete
S21	4	3	3	3	13	81	Complete
S22	3	2	3	3	11	68	-

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S23	4	2	2	4	12	75	Complete
S24	4	3	3	3	14	87	Complete
Total						1984	
Average						82,66	
1 = pronunciation 2 = pressure, tone, duration 3 = diction 4 = conversation target							

Table 6 shows that there are 3 students who have not reached the KKM (12,50%), while those who have reached the KKM are 21 students (87,50%). This means that there is a very significant change, namely students who have not achieved the KKM decreased from 33,33% to 12,50%, while students who achieved the KKM experienced an increase from 66,66% to 87,50%. So, it can be said that the use of the Numbered Heads Together (NHT) learning model can improve students' storytelling ability. Thus, this study was ended because classical completeness had exceeded the specified standard, namely 75%.

Based on table 6 it is known that the difficulties faced by students in speaking are as shown in the following table 5.

Table 7. Student Difficulty Data Cycle II Meeting 1

No. Subject	Difficulty Indicators			
	1	2	3	4
S1				
S2				
S3				
S4				
S5				
S6	√			
S7	√		√	
S8				
S9				
S10			√	
S11				
S12				
S13				
S14				
S15				
S16				
S17		√		
S18				
S19				
S20				
S21				
S22		√		
S23		√		
S24				
1 = pronunciation 2 = pressure, tone, duration 3 = diction 4 = conversation target				

Table 7 shows that the aspects that have not been achieved by students are pronunciation (2 students), pressure, tone, duration (3 students), diction (2 students) and conversation target (0 students).

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V. CONCLUSIONS

Based on the presentation of the research results, it can be concluded that:

1. The application of the Numbered Heads Together (NHT) model makes learning more interesting, fun, provides convenience and provides many benefits for students in class IX-1 SMP Negeri 15 Ambon.
2. The NHT model creates a learning atmosphere that allows students to construct knowledge and experience in storytelling ability.
3. The application of the NHT model in learning storytelling ability in class IX-1 SMP Negeri 15 Ambon can improve student learning outcomes. Before the NHT model was applied, the average score of storytelling ability of students in class IX-1 was 59,83%. After the application of the NHT model in the first cycle meeting 2, the average student learning outcomes became 74,37%.
4. The results of the assessment in cycle II showed a very significant increase in storytelling ability, namely the class average of 82.66%. This shows that the NHT model is very appropriate to use in improving students' storytelling ability.

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