The Effect of Numbered Heads Together (NHT) Model Assisted with Audio Visual Media On The Learning Outcomes of Identifying Story Elements of Students Grade V

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Article Info

Abstract

Education is the spearhead of the progress of a nation. One factor in the formation of quality education must be balanced with quality of learning so that it has an effect on good student learning outcomes. The purpose of this research was to find out the benefit of numbered heads together (NHT) model assisted with audio visual media on the material of story elements in improving student learning outcomes of grade V. Data collection techniques was done by using learning outcomes test. The processing of the moderator variable test was done by using SPSS statistics 25 with moderated regression analysis technique with the first analysis by using the F test and the second analysis by using the R square value. The results showed that (1) the NHT model and audio visual media simultaneously influenced the student learning outcomes as evidenced in the F test of $0.000 <$ of the probability of 0.05; (2) the NHT model affects student learning outcomes by 38.9%, while the remaining 61.1% is influenced by other variables outside this regression; (3) The NHT model with audio visual media affects student learning outcomes by 58.4%, whereas, the remaining 41.6% is influenced by other variables outside this regression.

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INTRODUCTION

The success of the learning process is one of the goals of implementing education in schools. In order to reach the goals, the teacher must guide students to develop their knowledge. In addition the teacher is required to know the ability and initial knowledge of students so that the teacher can determine the right method or media to be used in the learning process.

In daily life, individual need language as a means to communicate to others. This also useful for education side. The purpose of teaching the development of individual and people in the society. Through the language teaching at school, students are encouraged to show their communication ability, learning to live in society, and becoming the useful nation. Indonesian language teaching is delivered based on four standart competencies which consists of aspect of speaking, writing, listening, and reviewing. One of the competency in the aspect of listening is identifying the elements of a short story.

Short story is one form of fiction. The short story shows the short-term nature, both the events revealed, the content of the story, the number of actors and the number of words used. (Priyatni, 2012). The selection of short stories as one of the writing material according to Nuryatin (2007) is indeed beneficial in terms of several aspects.

Short stories have the shortest form. This short form makes the learning process of short story writing can be adjusted with the time allocation provided by a relatively short curriculum. Nurgiyantoro (1995) says that the intrinsic elements of short stories include themes, plot, character, characters, setting, point of view, language and style, while the extrinsic elements of short stories include authorship, moral values, and others.

The low of student learning outcomes on the ability to identify elements of the story because students have difficulty in understanding the content of the story in the form of long enough reading texts. Students are less able to identify the elements contained in the short story. Another problem is that teachers have not used innovative media that can make it easier for students to learn about the material being taught. In this study, the explanation of these elements is only limited on the intrinsic elements of the course. The reason for that is the element that is the main element of a short story. This does not mean ignoring the other elements, but to better focus research.

One of the efforts to evoke the motivation of student in learning to increase their learning outcomes is the choice of an audio visual media. According to Rahman (1999) Audio visual media is an equipment used by the teacher in conveying concepts, ideas, and experiences that are captured by the senses of sight and hearing. Audio visual media is a hearing aid that can also be seen to help students make it easier and clearer in the delivery of material by the teacher.

The use of the right learning model also affects student learning outcomes. The NHT model which is part of the cooperative learning model to improve student learning outcomes. According to Huda (2014) NHT learning strategy is a strategy that gives students the opportunity to share opinions in a small group where each group member gets a different number. In general, the NHT learning steps are as follows: (1) The teacher divides students into groups or teams that gather three to five people and give them numbers so that each student in the group has a different number; (2) The teacher asks questions to students. Questions can vary from specific to general; (3) Students think together to describe and convince that everyone knows the answer; (4) The teacher calls a certain number then students from each group with the same number raise their hands and prepare answers for the whole class.

Research on learning models, audio visual media, and short story learning outcomes conducted by Fitri (2017) shows that the ability to write short stories by using Numbered Head Together type cooperative approach is high. Second, the ability to write short stories using the Think Pair Share type cooperative approach is high. Research conducted by Amiruddin (2017) states that learning to appreciate the intrinsic elements of short stories can improve student learning outcomes through the use of inquiry learning methods in cycle I. Learning outcomes

in cycle I obtained an average value is high and in cycle II reached more hight than cycle II. Research conducted by Yetti, et al. (2016) that the ability to understand short story after using the NHT type cooperative learning model was in Good (B).

Research on learning models that influence student learning outcomes have been carried out by Huda (2018), Suroyani (2016), Nasrun (2016), Nursyamsi, et al. (2016), Nurkanti (2015), Mukrianto (2015), Muttaqien (2017), Fujiyanto, et al. (2016), Kusnida, et al. (2015), Nasution, et al. (2015), Bambang, et al. (2015), Purwanitaningrum (2014), and Khairunisa, et al. (2014).

Based on the findings of previous research shows that there are many choices of learning models to improve student learning outcomes. The influence of the learning model has less significant effect on student learning outcomes. Therefore, the researcher will propose a hypothesis about other factors that influence learning outcomes, namely through the numbered heads together (NHT) learning model with the help of audio visual media as a type of learning for active learning in learning activities so that they have better learning outcomes.

The study by Suroyani (2016) showed the results of the trial test. Learning completeness through the implementation of audio visual media in learning to listen to the intrinsic elements of the cooperative learning model numbered head together (NHT). Nurkanti's research (2015) states that with Numbered Head Together (NHT) type cooperative learning all students are truly capable of analyzing drama texts and have the courage to convey the results of their work.

Rahmawati's research, et al (2014) shows that the use of numbered heads together (NHT) models can improve comprehension reading comprehension. It is proven that before the students were given the numbered heads together (NHT) model when learning conventional models the pretest results of students were still far below average. However, after the teacher gives treatment to the students, their understanding of comprehensive reading increases. Ode's research,

et al. (2014) that the use of audio visual resources has a significant impact on learning in private schools.

Mubaroq's (2017) study states that learning to write short stories with a more synectic model is more effective for students of intuition type, learning to write short stories with creative-productive models is more effective for sensing type students, learning to write short stories with a synectic model is more effective than creative productive models based on type of information acquisition.

Based on the previous results, it is important to perform audio visual media as a moderator variabel in order to improve the students understanding about story elements.

METHODS

The type of this research was a quantitative experimental research. The experimental design used was pretest posttest control group design (Sugiyono, 2012). The population in this research was the fifth grade students of elementary schools in Karanganyar, Demak, in the academic year of 2017/ 2019 consisting of 29 elementary schools in 4 target areas. The sampling technique used was cluster random sampling with two stage cluster sampling or two stage clustering. The sample obtained was 66 students from 1 parallel elementary school in Karanganyar.

The test data in the form of multiple choice question which is about the short story. Then to measure the results of the study, students should be able to identify the intrinsic elements of a short story which consists of themes, characters, characterizations, setting and point of view. Question form provided in the form of sheets of interpersonal communication students after learning activity.

The processing of the moderator variable test was done by using SPSS statistics 25 with moderated regression analysis technique with the first analysis by using the F test and the second analysis by using the R square value.

RESULTS AND DISCUSSION

The processing of the moderator variable test in this hypothesis test was conducted by using SPSS statistics 25 with a moderated regression analysis technique with the first analysis by using the F test and the second analysis by using the coefficient of determination (R Square). The value of R Square was used to predict the degree of influence of the X variables and moderator variables on student learning outcomes variables with the F test requirement in regression analysis which was significant. The results of the moderator variable test output as presented in Table 1.

Table 1. The Significant Value of F test

	Sum of square	df	Mean square	F	Sig.
Regression	30.760	3	10.253	11.227	0.000
Residual	21.918	24	0.913		
Total	52.679	27			

a. Dependent variabel: Hasil belajar siswa
b. Predictors: (Constant), NHT*AudioVisual, Audio Visual, NHT

Based on Table 1, it is known that the significance value (Sig.) In the F test is 0.000 < less than the 0.05 probability, therefore, it can be concluded that the NHT model and audio visual media simultaneously affect student learning outcomes. Meanwhile, to be able to see the percentage of the effect, it can be seen at the results of the first and second R Square test output as presented Table 2.

Table 2. The test of the First *R Square* Regression

R	R square	Adjusted R square	Std. error of the estimate
0.624	0.389	0.366	1.113

Predictors: (Constant), NHT

Based on the summary output model in the first R Square regression test Table 2, it is known that the determination coefficient value (R Square) is 0.389, this value is the square of the correlation coefficient or R, which is 0.624 X 0.624. The magnitude of the coefficient of determination (R Square) 0.389 is equal to 38.9%. This number implies that the NHT model affects student learning outcomes by 38.9%, whereas, the remaining 61.1% is influenced by other variables outside this regression.

Table 3. The test of the Second R Square Regression

R	R square	Adjusted R square	Std. error of the estimate
0.764	0.584	0.532	0.956

a. Predictors: (Constant), NHT*AudioVisual, Audio Visual, NHT

The output summary model in the second R Square regression test Table 3 showed that the coefficient of determination (R Square) increases by 0.584 greater than the results of the first determination coefficient (R Square). The magnitude of the coefficient of determination (R Square) 0.584 is equal to 58.4%. This figure means that the NHT Model with audio visual media influences student learning outcomes by 58.4%, whereas, the remaining 41.6% is influenced by other variables outside this regression. Audio visual media is classified as effective media. This is because audio visual media is more interesting, it is not boring to have content that can be filled with live images and easily understood by students. Students will be more interested in seeing and listening to the contents of the short stories displayed

Based on the results of the two data in Table 2 and Table 3, it can be concluded that the use of audio visual media on NHT models can strengthen student learning outcomes. Therefore, the hypothesis which stated that there is an influence of the NHT model with audio visual media on student learning outcomes can be accepted.

CONCLUSION

Based on the results of data analysis and discussion of the research. It can be concluded that the NHT model and audio visual media simultaneously have an effect on student learning outcomes as indicated by the F test of 0.000 < a probability of 0.05. The NHT model affects student learning outcomes by 38.9%, whereas, the remaining 61.1% is influenced by other variables outside this regression. Audio Visual media use the NHT affects student learning outcomes by 58.4%, whereas, the remaining

41.6% is influenced by other variables outside this regression.

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