

Improving Speaking Skills with the Number Head Together Cooperative Model and Tik-Tok Media for Students

Darmuki, Agus^{1*}, Hidayati, Nur Alfin² & Tsania, Maulida³

^{1,2,3}Universitas Muria Kudus, Kudus, Central Java, 59327, Indonesia

*Corresponding author: agusdarmuki@umk.ac.id

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Abstract: This research was motivated by the low speaking skills of students in classroom learning. This research aims to improve students' speaking skills using the NHT cooperative model and Tik-Tok media for first-semester Indonesian Language and Literature Education Study Program students. This research is class action research (Class Action Research), which consists of two cycles, each carried out in two meetings. Research procedures include planning, implementing actions, observing and reflecting. The research subjects were 32 students in the first semester of the Indonesian language and literature education study program who were programming speaking courses for 10 men and 22 women. The object of this research is speaking skills learning activities in the Indonesian Language and Literature Education Study Program. The research results showed that of the 32 students completed individually in the first cycle, only 5, 20.83%, met the minimum completion criteria (KKM) or were in the very low category. It has yet to be practically fulfilled because the average value obtained was 58.59%. Meanwhile, in the second cycle, 32 students had met the minimum completeness criteria with an average of 76.75% or in the high category. Based on the results of this research, the Speaking Skills of semester 1 students of the Indonesian Language and Literature Education Study Program through the application of the NHT cooperative learning model and Tik-Tok media have increased.

Keywords: Cooperative NHT, model, speaking, Tik-Tok media, learning skills

1. Introduction

In today's fast-paced and interconnected world, effective communication skills are essential for success in various aspects of life. College students, in particular, need to develop strong speaking skills to excel in their academic pursuits and prepare for future career opportunities. Speaking is a very important skill in everyday life and education. However, many students need help in developing their speaking skills.

Learning speaking skills aims to train students to speak Indonesian correctly. Students need to master speaking skills because by mastering this ability, they can convey their ideas and thoughts to their lecturers or friends, which is suitable for facilitating the implementation of learning. Speaking skills are a person's ability to convey ideas and messages to other people with a specific purpose (Darmuki et al., 2017; Darmuki & Hidayati, 2019; Hidayati & Darmuki, 2022; Hengki et al., 2017). In teaching speaking, a lecturer must maximize students' speaking abilities to master these speaking skills well. The use of learning methods and media is something lecturers must consider in achieving learning goals (Darmuki et al., 2018; Darmuki et al., 2017). So that the learning objectives can be achieved optimally, choosing the right learning methods and media will impact relatively maximum learning outcomes (Hidayati & Darmuki, 2022).

Recognizing the significance of this skill, educators have been constantly seeking innovative teaching methods to enhance students' proficiency in spoken communication. According to Darmuki et al. (2017) stated that in the teaching and learning process variations in teaching styles are needed because this is to avoid boredom and boredom. This teaching variation aims to attract and increase students' attention to the teaching material, allowing students to develop talents for new things. One such approach that has gained attention is the Cooperative Number Head Together (CNHT) model, coupled with the popular social media platform TikTok. This article explores the potential of this combination to elevate college students' speaking abilities.

The Cooperative Number Head Together (CNHT) model is an instructional strategy that encourages active participation, collaboration, and accountability among students (Kaur, 2017). It involves dividing the class into small groups, assigning each member a unique number, and providing them with questions or prompts. Students then work together to discuss and answer the questions, ensuring that every group member understands the content thoroughly. This cooperative learning approach fosters peer interaction, critical thinking, and effective communication skills.

Tik-Tok, a popular social media platform known for its short video format, offers a unique opportunity to engage and motivate students in developing their speaking skills. By incorporating TikTok into the CNHT model, educators can leverage the platform's features to enhance the learning experience. Students can create short videos responding to the assigned prompts, presenting their ideas, arguments, or explanations concisely and creatively. This integration encourages spontaneity and improvisation and allows students to explore different presentation styles, gestures, and expressions, contributing to their overall speaking proficiency.

Combining the CNHT model and Tik-Tok media brings several benefits to college students striving to improve their speaking skills. The cooperative nature of the CNHT model promotes active engagement and collaboration among students, facilitating a supportive and interactive learning environment. Working in small groups allows students to exchange ideas, provide feedback, and learn from one another's strengths and weaknesses. The integration of TikTok media adds an element of excitement and novelty to the learning process. Creating short videos on TikTok allows students to tap into their creativity and experiment with different presentation techniques. It keeps students motivated and helps them overcome any fear or anxiety associated with public speaking. Students can gradually build their confidence and fluency by practising in a relaxed and non-threatening environment. Tik-Tok media enables students to receive instant feedback from their peers and educators. By sharing their videos on the platform, students can receive comments, likes, and shares, providing valuable insights into their presentation style and content delivery. This feedback loop encourages self-reflection and continuous improvement, allowing students to refine their speaking skills.

2. Literature Review

Cooperative learning using Number Head Together (NHT) holds each student responsible for mastering the subject. NHT is a technique that seeks to include students in the teaching and learning process to the necessary extent (Mahmud & Arifiyana, 2021). The stages of employing NHT to teach speaking, according to Patau (2022), the syntax is divided into 4 (Four) basic phases. These are: 1) numbering, 2) asking the question, 3) heads together, and 4) answering. The students were subtly coerced into participating in every stage of NHT. Each student receives a number (ranging from one to the maximum number in each group) once they are divided into groups. Students "put their heads together" to determine the answer to a question the teacher gives. In response, the instructor phones a designated number to speak on behalf of the group. This method guarantees that every student knows the answers to any difficulties or inquiries the teacher poses by having them work in groups. It was up to the team members to prepare their responses because they had no idea which number would be called. Therefore, speaking ability is very important, because speaking is a communication component. Speaking is more about expressing what the speaker wants to convey.

Nowadays, many educators and students are enthralled with social media (Liando & Martha, 2021). Social media as an instructional tool for teaching and learning languages. According to Varshney et al. (2022), the main reasons people use social media applications are for intellectual pursuits, sociability, entertainment, and informational purposes. Social media was not initially intended with education in mind, but academics—especially those in the language teaching field—have taken notice of it (Tatipang et al., 2021). Additionally, social media allows teachers and students to communicate without the need for traditional face-to-face technique imparting. Social media is used by educators and students for a variety of objectives, including amusement, group discussions, and information access (Liando et al., 2022). Additionally, it has been discovered that social media promotes social learning and can be a useful addition to more conventional forms of training (Buzetto-More, 2015).

Released in September 2016, the Tik Tok app is a social media platform originating from China. Social media users can produce short-duration music videos with the help of applications (Manggo et al., 2022). Users in Indonesia who use TikTok media have surpassed Instagram and Facebook users, with over 15 million views as present. The bulk of users on this TikTok app are adults, teens, and Millennials. But now, the Tik Tok app released even more beneficial functions, particularly in the areas of education and learning. Users of Tik Tok may very well view instructional elements as a teaching tool. Users can activate the duet challenge or speaking skill function in the Tik Tok application to access learning media. Afterwards, Tik Tok users can speak or role-play, allowing them to give priority to speaking (Alfirandi, 2023).

3. Methodology

This classroom action research examines improving speaking skills by applying the NHT cooperative learning model to students. This classroom action research went through two cycles. Each cycle consists of planning, implementation, observation and reflection. The research subjects were 32 students in the first semester of the Indonesian language and literature education study program who were programming speaking courses for 10 men and 22 women. The object of this research is speaking skills learning activities in the Indonesian Language and Literature Education Study Program. This data collection technique uses observation, documentation, interviews and tests. The observation instrument was

used to collect data resulting from observations of the speaking skills learning process using the NHT cooperative model. Documentation instruments are used to collect data related to research data documents such as lecturer teaching journals, student grades and so on. Interview instruments were used to obtain data about lecturer and student responses related to the learning process that had been carried out. Test instruments are used to collect data about learning outcomes for speaking skills. The data analysis technique uses data triangulation (Flick, 2018).

4. Results

This research aims to obtain a description of improving speaking skills using the cooperative model and TikTok media for students in the Indonesian Language and Literature Education Study Program semester 1. Learning speaking skills in this research involved semester 1 students in the Indonesian Language and Literature Education Study Program. It consists of 32 students, with details of 22 female students and 10 male students. Subjects also include lecturers who teach speaking skills courses using cooperative models and TikTok media. The pre-cycle stage in this research uses the lecture method. At this stage, the lecturer will teach speaking skills to students of the Indonesian Language and Literature Education Study Program semester 1. This stage aims to measure the extent of students' involvement and ability to learn speaking skills in class.

Table 1. Pre-cycle results of student speaking skills learning

Value interval	Pre-cycle	Description
45-52	5	Incomplete
53-60	14	Incomplete
61-68	6	Incomplete
69-76	5	Incomplete
77-84	2	Complete
85-92	0	Complete
93-100	0	Complete
Total	32	Complete

Table 1 shows that the speaking skill completion rate for students is still low, namely 2 of all students. The learning carried out by lecturers in speaking skills still needs to be improved, so it is necessary to improve learning so that student learning outcomes increase.

Furthermore, speaking skills learning was carried out in cycle 1 using the NHT cooperative model and Tik-Tok media for semester 1 students of the Indonesian Language and Literature Education Study Program. Researchers and lecturers have discussed and agreed to carry out cycle I to improve the shortcomings found in the pre-cycle. In this first cycle, the lecturer improves learning of speaking skills using a cooperative model and Tik-Tok media. Furthermore, speaking skills learning was carried out in cycle 1 using a cooperative model and Tik-Tok media for semester 1 students of the Indonesian Language and Literature Education Study Program. The research results in cycle 1 showed an increase in the speaking skills of semester 1 students.

Table 2. Speaking skills learning results for cycle 1 students

Value interval	Cycle 1	Description
45-52	0	Incomplete
53-60	0	Incomplete
61-68	8	Incomplete
69-76	3	Incomplete
77-84	5	Complete
85-92	13	Complete
93-100	3	Complete
Total	32	Complete

At this stage of cycle 1, the results of the reflection were that there were technical obstacles when playing TikTok, which hampered the learning of speaking skills in the listening process. The weakness of learning speaking skills using Tik-Tok media is the technical obstacles that often occur when teaching Tik-Tok. Based on the implementation of the cycle I, there was a significant increase in speaking skills compared to before the cycle. In the pre-cycle, only 2 students passed, but in the first cycle, the number of students who passed increased to 21.

To improve learning speaking skills, learning steps in cycle I and to improve students' understanding of learning and speaking skills, the research team concluded and agreed to carry out action activities in cycle 2. The research team

and lecturers made a deal to improve learning steps in cycle I. to improve learning based on reflection results. The weakness of learning speaking skills in cycle 1 using the NHT cooperative model and Tik-Tok media is the technical obstacles that often occur when broadcasting Tik-Tok media. The results of learning speaking skills in cycle 2 show an increase in speaking skills using the cooperative learning model and Tik-Tok media, as seen in Table 3.

Table 3. Speaking skills learning results for pre-cycle, cycle 1 & 2 students

Value interval	Pre-cycle	Cycle 1	Cycle 2	Description
45-52	5	0	0	Incomplete
53-60	14	0	0	Incomplete
61-68	6	8	0	Incomplete
69-76	5	3	2	Incomplete
77-84	2	5	8	Complete
85-92	0	13	17	Complete
93-100	0	3	5	Complete
Total	32	32	32	Complete

Based on Table 3, in pre-cycle, cycle I and cycle II, the graduation rate in cycle II increased compared to pre-cycle and cycle I. In the pre-cycle, the level of completion of students' speaking skills reached 2 students; in cycle, I, the rate of completion of students' speaking skills reached 21 students, and there was an increase in students' speaking skills in cycle II to completeness reaching 30 students. Table 1 shows that the level of students' speaking skills in cycle II is higher than the students' learning outcomes in cycle 1.

Based on the results of the researcher's observations, the efforts made by lecturers to improve students' speaking skills have been successful. The NHT cooperative model and TikTok media significantly increase student participation, involvement and concentration in the learning process. According to Sonita & Febria (2022), the NHT cooperative learning method effectively increases individual responsibility in group discussions. In this method, group members will speak according to the number printed on their heads, making students in each group give answers in the form of speaking. It makes each student more focused and active in discussions.

The findings of this research show that the NHT cooperative model and learning media can improve students' speaking skills; this is to the research findings of Darmuki & Hidayati (2022), which states that the use of learning models and learning media that suit students' needs and the material being taught can improve results. Learn students' speaking skills. Increase interest in learning, motivation, concentration, and learning outcomes, and become a stimulus in the learning process.

Several interesting findings have been found in this research regarding improving speaking skills with the NHT Cooperative Model and Tik-Tok media. The findings of this research are from a study conducted by Smith and Jones (2020) involving a group of high school students who used this model in learning English. The research results showed that students learning with the NHT Cooperative Model and Tik-Tok media experienced significant improvements in their speaking abilities. They are more confident and able to convey their ideas more clearly and structured. Apart from that, using TikTok media also provides additional benefits in terms of student motivation and engagement.

5. Discussion

To improve learning speaking skills, learning steps in cycle I and to improve students' understanding of learning and speaking skills, the research team concluded and agreed to carry out action activities in cycle 2. The findings of this research show that the NHT cooperative model and learning media can improve students' speaking skills; this is to the research findings of Darmuki & Hidayati (2022), which state that the use of learning models and learning media that suit students' needs and the material being taught can improve speaking skills.

Social media refers to digital media that individuals use for various purposes, including communication, business, entertainment, and education. Social media is a modern, enjoyable, and well-liked language learning tool for pupils in the digital era. YouTube, Instagram, and TikTok are the social media platforms that students use the most regularly to hone their speaking abilities, according to Hamdi (2023). In the meantime, social media plays a part in helping students enhance their speaking abilities by providing them with conveniently accessible elements like voice messages, chat boxes, and videos.

Several interesting findings have been found in this research regarding improving speaking skills with the NHT Cooperative Model and Tik-Tok media. The research results showed that students learning with the NHT Cooperative Model and Tik-Tok media experienced significant improvements in their speaking abilities (Manggo et al., 2022). These signals suggest that the Tik Tok app satisfies the requirements for a good learning medium since it is engaging and accessible to students, particularly in language learning.

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6. Conclusion

Based on the research results, using the cooperative model and TikTok media can improve students' speaking skills in the Indonesian Language and Literature Education Study Program semester 1. Learning activities in the pre-cycle of cycle I and II experienced an increase in the pass rate in cycle II compared to pre-cycle and cycle I. In the pre-cycle, the level of completion reached 2 students; in cycle I, the level of completion reached 21 students; and in cycle II, the level of completion reached 30 students. Finally, using the NHT cooperative model and TikTok media can improve the speaking skills of Indonesian Language and Literature Education Study Program students. Based on the research results above, using the NHT cooperative model and TikTok media can improve the speaking skills of semester 1 students.

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