

How to Improve Student's Creativity in Learning Japanese Language Using Numbered Head Together Method (NHT)

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ABSTRACT

This article describes the empirical experience of researchers in teaching *Chukyu Nihongo II* with face-to-face and online teaching. Using descriptive qualitative methods with purpose to determine the creativity of students, and to know the system in expressing ideas, asking questions and respect other's opinion.

The research data was taken from a questionnaire given to students. The analysis was carried out based on a questionnaire and observations while studying. The results were presented descriptively. This study found that lectures conducted using the Numbered Head Together (NHT) method for *Chukyu Nihongo II* with face-to-face were better than online.

The result on how to increase student creativity in lectures conducted using the Numbered Head Together (NHT) method have a lot of impact on students. Many students become active in lectures, share with each other, students become more creative, and understand the material in detail.

Keywords: *Creativity, Students, Learning, Methods, NHT*

1. INTRODUCTION

The Japanese language learning system at Andalas University is currently implementing the Student Center Learning (SCL) system, where students are the main aspect in the class. The Student Center Learning (SCL) system also varies depending on the method to be implemented. This time, in learning Japanese, especially in the *Chukyu Nihongo II* course, the Numbered Head Together (NHT) method was implemented.

The Student Center Learning (SCL) system with the Numbered Head Together (NHT) method is a new system that the researchers implemented, namely a student-centered learning system by forming small groups of four to five students. Each group gets the same material at each meeting. Lectures are conducted by group presentations in class. The group that makes the presentation is not determined at the beginning of the lecture, but is determined on the day of the lecture. The Student Center Learning (SCL) system with the Numbered Head Together (NHT) method will force students to master all the material, students become creative, express opinions and be responsible for the material they make. Lectures before using the Numbered Head Together (NHT) method are usually only conducted using the Student Center Learning (SCL) system with the small group discussion method. The Student Center Learning (SCL) system uses the small group discussion method where each group gets

different materials. Learning systems like this make students only look for or do only limited material given to their groups.

The Student Center Learning (SCL) system with the small group discussion method applied to the *Chukyu Nihongo II* course is a form of increasing creativity, innovation, a sense of responsibility, courage to express opinions, respect other people's opinions. The *Chukyu Nihongo II* course is a course offered in semester 6 of the Japanese Literature Study Program. This course is a very heavy subject in understanding sentence patterns or intermediate level grammar. The patterns in *Chukyu Nihongo II* are generally similar to the previous sentence patterns, but with different structures and concepts. The patterns in *Chukyu Nihongo II* also recall previous lessons.

The patterns in the *Chukyu Nihongo II* course are the use of sentence patterns that are more complicated and have similarities in sentences. Students must explain in detail the material and the forms of example sentence patterns they get to other groups. Students are also required to convey their opinions to other groups regarding the materials used. Each member of the group was assigned the task to convey in Japanese and Indonesian. The use of Japanese by each group becomes an item of assessment related to the use of Japanese spoken. Meanwhile, the use of Indonesian for understanding the material is even clearer. Lectures using the small group discussion method are not yet

satisfactory because students will find and understand the material they get, while other materials are left unattended. They think that the material is not their job. Then I tried to apply a new method, the Numbered Head Together (NHT) method.

The Numbered Head Together (NHT) method is not a new method but it has been a long time ago and there have been many other teachers who have implemented it. The Numbered Head Together (NHT) method has been applied twice with a different learning model implemented. First, before lectures are held online and at online lectures. In these two different systems there are many advantages and disadvantages. These advantages and disadvantages are the problem

Based on the description above, the problems that arise in this study are:

1. How is the comparative effect of the Numbered Head Together (NHT) method applied to online lectures and face-to-face meetings?
2. How effective is Numbered Head Together (NHT) for lectures?

This study using the Numbered Head Together (NHT) method provides various benefits for teaching Japanese, especially in Nihongo II chukyu lessons, including:

1. Enrich teaching methods, especially in the Japanese grammar course (Bunpou)
2. Adding insight into student behavior in learning Japanese
3. Adding insight into student characters in the Japanese language learning system
4. Adding insight into how to deal with students with various variations of the genius and creativity of students in learning Japanese.

2. RESEARCH METHODS

Research on how to increase student creativity in learning Japanese using the Numbered Head Together (NHT) method uses descriptive qualitative and quantitative methods. This research is a classroom action research. This research goes through several steps. The steps taken are first to determine what courses will be carried out using the Numbered Head Together (NHT) method. Both carry out the method system in lectures. The third step is to make a membership for students about the Numbered Head Together (NHT) method. The fourth rarity is collecting the questionnaire. Then the fifth step is to analyze the data from the questionnaire. The last one is the presentation of the results of data analysis using formal and informal methods.

Study The theory used in this research is :

1. Creative

Creative is an action or treatment that a person or group of people has towards something they face with various solutions or creations. Etymologically, the word "Creative" comes from English, namely "to create" which means to create or create. So that the creative meaning is the ability to create ideas and concepts in solving a problem. Creative according to KKBI is having the ability to create or usually say work that requires intelligence and imagination.

2. Method

The regular way used to carry out a job in order to achieve something that is desired; systemized work methods to facilitate the implementation of an activity in order to achieve specified goals (KBBI)

3. Numbered Head Together (NHT)

Number Head Together is a learning model which is carried out in groups with approximately 4- 5 members. The Number Head Together learning model which emphasizes the activities of group members in finding, processing, and reporting information from various sources which is then presented to other groups.

According to Kagan (2007) this NHT learning model indirectly trains students to share information, listen carefully and speak calculatingly, so that students are more productive in learning.

3. RESULTS AND DISCUSSION

Based on the results of research conducted by researchers on Japanese language learners using the Numbered Head Together (NHT) method, especially in *the Chukyuu Nihongo II* course, it shows different impacts of the two learning systems. The lecture system which is conducted face-to-face using the Numbered Head Together (NHT) method, shows far better results when compared to lectures conducted online.

The recovery system uses the Numbered Head Together (NHT) method face-to-face. In its implementation, the lecturer first explains how the lecture implementation system is. The two lecturers provided the material to be studied in the lecture along with the open that they would use and explained that they could take from books or other materials. Then divide the group. In each lecture each group must prepare materials according to the material that has been given. Before the lecture begins, each group has given the lecture material to the lecturer, then the lecturer appoints one group to present, while the other groups provide suggestions, additions and questions to the group presenting. Meanwhile, the lecturers only mediate and provide input and straighten out any mistakes. From this lecture system all students become active, in asking questions, giving answers to statements and issuing opinions from each individual.

The lecture system is carried out with the Numbered Head Together (NHT) system where all students will try to show their identity, so that they can quickly understand the material, due to the factuality factor in understanding the material and to look for other materials, they are forced to read the material. previous material. They are trying to look better than their other friends.

For example in the material using sentence patterns that use Patterns... らしい . Previously, this material was only briefly explained which only stated the meaning of "the word", but in lectures with the Numbered Head Together (NHT) method students had to find out how to use this Pattern ... らしい clearly in detail and what the use of this Pattern ... らしい was for. Pattern... らしい pattern is used to express hearsay directly and indirectly. Students must be able to make sentences which state the news directly and which ones are indirect.

新聞によると、昨日の朝中国で大きい地震があったらしい。

Shinbun ni yoru to, kinō no Chō Chūgoku de ōkī jishin ga attarashī.

(According to the newspapers, there was a big earthquake in China yesterday morning.)

山田さんはずいぶんのどがかわいてののビールを休まずに

飲んでしまったよ。

Yamada-san wa zuibun nodo ga kawaite itarashi. Koppu no bīru o yasumazu ni zenbu nonde shimatta yo.

(Mr. Yamada seems very thirsty. He drinks his glass of beer in one sip.)

From the two examples above, it can be seen from the usage that uses the pattern... らしい which first states news indirectly, while in the second example it is a usage based on what is seen. Or be heard.

Meanwhile, lectures conducted online using the Numbered Head Together (NHT) system were initially still conducted like lectures with a face-to-face system. All implementation procedures are mentioned. This online lecture is carried out using the Numbered Head Together (NHT) method system. It is difficult to find out which students understand or understand the material, even though at the end of the lecture they understand the material displayed. This is because students try to present material with limited discussion, and also the internet or signal factor which does not allow all students to get it and the lack of reference factors. In the lecture, only some students expressed ideas and thoughts. Lectures can run with enthusiasm, but only students who have high abilities and high creativity. Students with weak abilities seem to have never voiced an opinion. This is very different from lectures that are conducted face-to-face. If done face-to-face, it seems as if students don't look weak.

Based on the two learning models carried out using the Numbered Head Together (NHT) method, the effectiveness of lectures is very different. The learning system using the Numbered Head Together (NHT) method is very good at face- to-face chasing. This will encourage students to learn, eliminate laziness, make students read the material, make students confident, make students dare to voice their opinions. Make students can respect other people's opinions. Smart students help weak students. Enables students to collaborate with friends. The discussion was carried out in earnest.

4. CONCLUSION

Lectures conducted using the Numbered Head Together (NHT) method have a good impact if they are carried out for lectures conducted face-to- face when compared to lectures conducted online. Learning using the Numbered Head Together (NHT) method really encourages students to find material, understand material, express opinions, present ideas, show their identity, feel that they are not inferior to others. Reduces laziness and cheating.

AUTHORS' CONTRIBUTIONS

This article reports on the conduct of a basic research study on Andalas University. This study was carried out in the library study.

The Purpose if this study is to provide a more efficient and effective learning methods to students so, the students can improve their capability in learning Japanese using this Numbered Head Method.

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