



# Learning to Write Biography Texts by Using Cooperative Model of *Number Head Together* (NHT)

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**Abstract.** This research is motivated by the constraints of students in writing biographical texts using appropriate, complete, correct linguistic structures and elements, and low interest in writing, because so far no studies have been carried out to find suitable learning models. Therefore, it is necessary to analyze the effect of the application of the *Numbered Head Together* (NHT) cooperative learning model on the writing skills of biographical texts, as a solution to improve students' writing skills. This type of research is quantitative using experimental methods. The design is *one group pre-test and post-test design*. The population is class X students of SMA N 1 West Sumatra Padangpanjang who are registered for the academic year of 2020/2021. Sampling was done by using the *purposive sampling technique*. Research data, namely the performance test scores for writing biographical texts before and after applying the NHT cooperative model. Based on the results of the t-test, the application of the NHT type cooperative model affects the students' biographical text writing skills at a significance level of 95% with  $dk = n - 1$ ,  $t_{table} < t_{count}$  ( $13.83 < 8.96$ ). Thus, the skill of writing a biographical text after applying the NHT type cooperative model is better than before. It means that the cooperative learning model of the NHT type can improve the process and learning outcomes of students' biographical text writing skills.

**Keywords:** Writing · Biography Text · Number Head Together

## 1 Introduction

Writing skills must be mastered by students because they have a very important role. All subjects cannot be separated from writing activities. In Indonesian class X semester 2, one of the main materials is writing biographical texts [1, 2]. Learning to write biographical texts is a new type of text that is present in Indonesian language subject matter [3]. This is in accordance with the contents of the 2013 Basic Competency Curriculum (KD 4.15) which is "composing a biographical text". In indicator 4.15.1, arrange biographical texts of characters with the correct structure and in indicator 4.15.2 mentioned about compose biographical texts using correct spelling [4].

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Writing a biographical text is not just telling about a person's life history, but must contain knowledge about characters, text structure, use of spelling, and proper vocabulary selection [5]. Writing a biographical text is not like writing an essay in general, because in writing a biographical text one must pay attention to the main points of the content of the biographical text such as the journey of education, career, and struggle. Usually what is written for biographical stories is about the life of famous and accomplished figures or people [6]. Writing a biographical text is an interesting activity because it can add insight and role model for writers and readers.

Based on the results of an interview on December 8, 2020, with a teacher in the field of Indonesian language studies at SMA Negeri 1 West Sumatra Padangpanjang that the problem in writing biographical texts is the lack of students' knowledge of the correct structure and writing of Indonesian spelling (EBI) and has not implemented the appropriate learning model in learning. To overcome this problem, it is necessary to apply an appropriate learning model so that students' writing skills can be developed properly. One way to improve the process and learning outcomes of students is to use type of cooperative learning model *NHT* in writing biographical text. Type of cooperative learning model *NHT* can motivate students and help each other understand a learning concept in a learning team/group [7]. Type of cooperative learning model is *NHT* also used as a benchmark by educators in seeing the progress of students in conveying their ideas or opinions in groups.

Research on learning to write biographical texts using the *NHT* at SMAN 1 West Sumatra Padangpanjang is based on several factors that are supported by the advantages of this learning model. *First*, improving student learning achievement that can be interpreted as tangible skills that are measured as active interactions during the learning process to improve learning outcomes. Giving numbers is a new thing for students, so it can increase their learning motivation. *Second*, the *NHT* can increase students' self-confidence because with this model there is a number dialing in answering the results of the discussion. *Third*, add insight and activeness in learning, because students are allowed to give opinions and exchange opinions so that the students are active and interactive in learning.

The biographical text contains the history of a person or character made by other people. A biography is more complex than just a list of birth or death dates, and a person's occupation data [8]. The biography shows famous figures, successful people, or people who have played a big role in something that concerns people's lives. A biography contains the identity and events experienced by a person, including the work and awards received and the problems he faced. Identity contains name, place and date of birth, family background, educational history, and history of the organization followed.

The structure or part of the biographical text is divided into three, namely orientation, events and problems, and reorientation [2]. *The orientation* or introduction section is the initial description of the character or actor in the biographical text. Orientation usually contains curriculum vitae or identity. *Events and problems* are part of events that contain an explanation of the events experienced by the characters including the problems faced in achieving their goals. This section also contains interesting, impressive, amazing things described in various events. *Reorientation* is the author's view of the characters he writes about. The reorientation is in the last paragraph of a biographical text [9].

The structure of the biographical text consists of, orientation or *setting (aim)*, containing information about the background of the story or event which will be described further to help the listener/reader. The information in question relates to who, when, where, and why. Important events (*important event, record of events*), contains a series of events arranged chronologically, according to the order of time, which includes the main events experienced by the characters. This section may also include the author's comments on several sections. Reorientation contains evaluative comments or concluding statements regarding the series of events that have been described previously. This section is optional, and may or may not be included in the biographical text [9].

Regarding the rules for using EBI (Indonesian Spelling), this study used the General Indonesian Spelling Manual (PUEBI) as a reference to see and understand the use of EBI. The EBI indicator is focused on the use of capital letters, periods, commas, prepositions, base words, and affixes [10].

To improve learning outcomes to write biographical texts, one of them is by using the *NHT cooperative learning model*. According to Wahyuni (2017), the *NHT* or numbered heads can be used as an alternative variation of the learning model by forming heterogeneous groups. The teacher asks questions to be discussed together in groups by appointing a number to represent the group. According to Rismayani, Dantes & Yudi-ana, (2019); [13] *NHT* is a series of material delivery using groups as a forum to unite the perceptions/thoughts of students towards statements submitted by educators. Then, it will be accounted for by students according to the number of requests from educators from each group. Furthermore, Gracia et al., (2021); Pardede & Herman, (2020) [16] suggested that *cooperative learning numbered heads together (NHT)* is a type of cooperative learning designed to influence interaction patterns and as an alternative to traditional classroom structures. With a characteristic, the teacher appoints a student by mentioning one of the numbers that represent his group to present the group's results. The *NHT* type of cooperative learning model helps students to develop their understanding when doing social interactions in groups and during presentations [17].

Type of cooperative learning model *NHT* provides opportunities for students to share ideas with its characteristics, the teacher only appoints a student who represents the group without notifying in advance who will represent the group. So, this method involves all students in the learning process [18]. Learning model *NHT* also has advantages and disadvantages. The advantage is that each student conducts discussions in earnest and makes all students ready because the teacher will appoint one number. Most students have the opportunity to express their opinions and the smart ones can help the less intelligent students. The *NHT* type of cooperative learning model is very suitable to be used to overcome the problems of students' learning activities [19]. The drawback of this model is the possibility that the number called has been repeated by the educator and not all group members are called.

Based on the opinion above, the advantages of the *NHT* for students are (a) it can improve learning achievement; (b) can deepen understanding; (c) practice responsibility; (d) fun; (e) increase self-confidence; (f) develop a sense of belonging and cooperation; (g) each participant students are motivated to master the material; (h) eliminate the gap between the smart and the less intelligent; (i) create a happy atmosphere in learning; (j) train to unite the mind; and (k) train to respect the opinions of friends.

The disadvantages of *NHT* for students are (a) some are afraid of being intimidated when giving bad grades to members (if the fact is that other students are less able to master the material); (b) some take shortcuts by asking their friends for help to find answers; (c) if one number does not work optimally, of course it affects the work of other task owners in the next number; (d) feels confused because there are still more numbers in the group; (e) it is difficult to unite thoughts in one group, (f) discussions often require long enough time, so there might not be enough time in carrying out the learning process, (g) often there are unhelpful debates; and (h) quiet students will find it difficult to discuss in groups and difficult to be held accountable for.

Learning the skills of writing biographical texts using the cooperative model of the *NHT* in class X SMA N 1 West Sumatra is one solution to improve the quality of the learning process and outcomes. According to [20] there are several steps in the application of the *NHT* namely educators must prepare lesson plans, create learning scenarios (SK), divide groups of 3–5 students, then give different numbers and names for each group. Starting the discussion in the group work, make sure all students understand the statements and answers to be given. Calling member numbers or giving answers, in this stage, the educator calls one number and students from each group with the same number raise their hands and prepare answers in class. Ending with conclusions, the teacher and students conclude the final answers to all the questions that have been discussed earlier.

Based on this description, it is important to do this research to improve the skills of writing biographical texts using the *NHT* cooperative model in class X MIPA 2 SMA N 1 West Sumatra Padangpanjang.

## 2 Method

This research includes quantitative research, using experimental methods. The type of experiment used is *quasi-experimental* or quasi-experimental [21]. The design used is the *One Group Pretest-Posttest*, which can be described in the Table 1.

The population in this study was the students of class X SMA N 1 West Sumatra Padangpanjang who registered in the 2020–2021 school year with total people were 104. The sampling technique was namely *purposive sampling* that selected one class

**Table 1.** Design of *One Group Pretest-Posttest*

Pretest	Treatment	Posstest
T1	X	T2

*Notes:*

T<sub>1</sub>:Skills in writing biographical text before applying the *NHT* type model

T<sub>2</sub>:Writing biographical text skills after applying the *NHT* type model

X:Effect on research subjects by applying the *NHT* type model

**Table 2.** Average Indonesian Language Value of Class X Students of SMA N 1 West Sumatra Padangpanjang for the 2020/2021 Academic Year

No	Class	Population	Average	Sample
1.	X MIPA 1	37	80	
2.	X MIPA 2	33	73	33
3.	X MIPA 3	34	77	

Source: Indonesian teacher at SMA N 1 West Sumatra, Padangpanjang

X MIPA 2 which amounted to 33 people. Considerations in determining the sample were: *first*, the recommendation of the Indonesian language teacher who teaches in class X MIPA 2 SMA N 1 West Sumatra Padangpanjang, Mr. Jalman Syarif, S.Pd. *Second*, the lowest average score for Indonesian subjects was for class X students at SMA N 1 West Sumatra, Padangpanjang. For more details, the selected sample can be seen in the Table 2.

The instrument used is a performance test of writing biographical text. This study has two indicators that serve as a reference in assessing the skills of writing biographical texts for students in class X MIPA 2 SMA N 1 West Sumatra Padangpanjang. *First*, the indicators of structure, such as orientation, events or problems, and complete reorientation. *Second*, the Indonesian Spelling Indicator (EBI) is limited to the use of capital letters, periods, commas, prepositions, basic words, and affixes. This research procedure consists of three stages, namely (1) preparation, (2) research implementation, and (3) report generation.

The data analysis techniques were: *first*, read the biographical texts that had been written by students. *Second*, examined the students' writing based on predetermined indicators. *Third*, recorded the scores obtained by students based on indicators and assessment rubrics. *Fourth*, changed the score into value. *Fifth*, interpreted the skill level of writing biographical texts before and after applying the NHT cooperative model, both as a whole and per indicator. The interpretation was based on mean values (M). *Sixth*, test the normality and homogeneity of the data. *Seventh*, tested the hypothesis. *Eighth*, concluded the results of data analysis and discussion.

### 3 Result and Discussion

#### 3.1 Result

The research data is the score on the performance test of writing biographical texts for students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang before and after applying the NHT cooperative model. For more details, described as follows.

**Table 3.** The Students' Biography Text Skill Scores Before and After Applying the NHT Type Cooperative Model Per Indicator

No	Before	After	Amount	Increasing
1	15	18	33	3
2	13	18	31	5
3	12	16	28	4
4	12	17	29	5
5	11	16	27	5
6	11	17	28	6
7	10	16	26	6
8	10	15	25	5
9	5.5	15	20.5	9.5
Total	99.5	498	148	740
Average	55	82		

### 3.1.1 Biographical Text Writing Skills Before and After Applying the NHT Type Cooperative Model Per Indicator

Writing skills specifically for the biographical text before applying the NHT cooperative model were described as having the highest score of 15 and the lowest score of 5.5. The average score of students' biographical text writing skills in class X MIPA 2 SMA N 1 West Sumatra Padangpanjang before applying the NHT type cooperative model, is 55. The students who get a large score equal to 15 are 13 people (39.39%) and students who get a score of less than 15 (13; 12; 11; 10,5,5) totaled 20 people (60.6%). To achieve the KKM, the students must obtain a minimum score of 14. So, the skills of writing student biographical texts before applying the NHT type cooperative model were still below the KKM, or it can be said that most of them were not completed. Table 3 shows the result as follow:

### 3.1.2 Students' Biographical Text Writing Skills Before and After Applying the NHT Type Cooperative Model

The level of students' biographical text writing skills in class X MIPA 2 SMA N 1 West Sumatra Padangpanjang before applying the NHT type cooperative model is as follows. There were 5 students who scored 75.00 with Good (B) qualification (15.15%). *Second*, the students who scored less than 70.00 with more than adequate qualifications (LdC) amounted to 28 people (84.84%). The score after the application of the NHT cooperative model obtained a score of 18 as much as 22 (60.66%) and a score of 17 and below (33.33%).

For more details regarding the level of students' biographical writing skills before and after applying the NHT cooperative model of biographical text, it can be seen in the Table 4 of values.

**Table 4.** Students' Biographical Text Writing Skills Before and After Applying the NHT Type

Indicator	Before	After	Increasing
1	75	90	15
2	65	90	25
3	60	80	20
4	60	85	25
5	55	80	25
6	55	85	30
7	50	80	30
8	50	75	25
9	28	75	48
Total	498	148	243
Average	55.0	82.78	27.78

**Table 5.** Comparison of Students' Biography Text Writing Skills Before and After Applying the NHT Type Cooperative Model

No	Groups	N	$\Sigma$	Average
1	Before	33	2085	55.00
2	After	33	2740	82.78

The skills of writing biographical texts for students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang were previously in the Almost Enough qualification and after applying the NHT type cooperative model they were in Good qualification (B) Furthermore, the effect of applying the NHT cooperative model on writing biographical text skills for class students X MIPA 2 SMA N 1 West Sumatra Padangpanjang.

### 3.1.3 The Effect of Application of the NHT Cooperative Model on Students' Biographical Text Writing Skills

The effect of applying the NHT cooperative model on students' biographical text writing skills can be seen in the Table 5.

Based on Table 5, a t-test can be carried out to determine the skills of writing biographical texts for students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang before and after applying the NHT type cooperative model. Before the t-test was carried out, the analysis requirements were first tested, namely the data normality test and the data homogeneity test.

**3.1.4 Analysis Requirements Test**

The normality test was conducted to determine whether the data group was normally distributed or not, while the homogeneity test of the data was conducted to determine whether the data had homogeneity or not.

**3.1.4.1 Data Normality Test**

Data normality test was conducted to determine whether the data were normally distributed or not. The normality test of the data was carried out with the *Liliefors*. Based on the normality test carried out, obtained  $L_o$  and  $L_t$  at a significance level of 95% for  $n = 33$ , which are listed in the Table 6.

Based on Table 6, it was found that the data on the skills of writing biographical texts for class X MIPA 2 SMA N 1 West Sumatra Padangpanjang before and after applying the *numbered head together* was normally distributed at the significance level. 95% for  $n = 33$ , because the value of  $asympt > 0.05$ .

**3.1.4.2 Data Homogeneity Test**

Data homogeneity test was conducted to determine whether the sample group was homogeneous or not. Based on the homogeneity test of the data, it was obtained that  $F_{count}$  and  $F_{table}$  at a significance level of 95% with degrees of freedom (dk)  $v_1$  and  $v_2$  each corresponds to dk  $v_1$  as the numerator and  $v_2$  as the denominator, which can be seen in the Table 7.

**Table 6.** Normality Test of Data One-Sample Kolmogorov-Smirnov Test

		Before	After
N		33	33
Normal Parameters <sup>a,b</sup>	Mean	63,1818	83,0303
	Std. Deviation	13,09927	6,72442
Most Extreme Differences	Absolute	,146	,219
	Positive	,146	,219
	Negative	-,101	-,153
Kolmogorov-Smirnov Z		,838	1,260
Asymp. Sig. (2-tailed)		,484	,084

**Table 7.** Test of Homogeneity of

Levene Statistic	df1	df2	Sig.
15,329	1	64	,060



**Table 8.** Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before-After	19,848	8,242	1,434	16,92	22,771	13,83	32	,000

Based on Table 7, the data group has homogeneity at the 95% significance level with degrees of freedom (dk)  $v_1$  and  $v_2$ , each corresponds to dk  $v_1$  as the numerator and  $v_2$  as the denominator, because the value of sig > 0.05.

### 3.1.4.3 Hypotheses Test

After it is known that the data group is normally distributed and has homogeneity, the first step for the t-test is to determine the combined standard deviation ( $S^2$ ). Based on this formula, it is known that the combined standard deviation ( $S^2$ ), is 47.07. Thus, it can be determined the comparison of the writing skills of the students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang before and after applying the NHT type cooperative model by conducting a t-test (Table 8).

Based on the results of the t-test, the alternative hypothesis ( $H_1$ ) was accepted at the 95% significance level with degrees of freedom (dk) =  $n - 1$ ,  $t_{table} < t_{count}$  ( $13.83 < 8.96$ ). In other words, the application of the NHT type cooperative model affects the writing skills of the students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang in writing biographical texts. This can also be seen from the average score of students' biographical text writing skills before and after applying the NHT cooperative model. The average value of students' biographical text writing skills after applying the NHT cooperative model is higher than the average value of students' biographical text writing skills before applying the NHT cooperative model.

## 3.2 Discussion

This section discusses the following. *First*, the students' biographical text writing skills before applying the *NHT*. *Second*, the students' biographical text writing skills after applying the *NHT*. *Third*, the effect of the application of the *NHT* on the skills of writing biographical texts for students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang.

### 3.2.1 Students' Biographical Text Writing Skills Before and After Applying the NHT

Based on the results of the description and data analysis, it was obtained that the average of students' biographical text writing skills in class X MIPA 2 SMA N 1 West Sumatra

Padangpanjang before applying the *NHT*, namely, 55.00 who are in the Almost Enough (HC) qualification. After applying the *NHT*, that is, 82.78 which are qualified as Good. In addition, mean (M) as a benchmark, KKM can also be used as a benchmark for students' biographical writing skills before applying the *NHT*. KKM for Indonesian class X MIPA 2 SMAN 1 West Sumatra Padangpanjang subjects, namely 70. Thus, the students' biographical text writing skills before applying the *NHT* have not yet reached the KKM that has been set. In this regard, most of the biographical text structures written by students are still incomplete. Students tend to write one or two structures of biographical text, namely the structure of (1) orientation, (2) events and problems. Meanwhile, the structure of the biographical text consists of orientation, events and problems and reorientation. If the structure is incomplete, the written biographical text is not perfect. In addition to the incomplete structure, there is also an inappropriate writing of the structure of the biographical text. Orientation contains an initial description of the character. The description describes the name of the character, place of birth, date of birth, parents, name of wife or husband, children, and others. The orientation is located at the beginning of the biographical text. Events and problems contain an explanation of the events and problems that have occurred or have been experienced by the characters. Reorientation is the author's view of the characters written. In connection with that, there is an inappropriate structure of the biographical text because the introduction of characters, events and problems is written together in one paragraph. This is due to the limited knowledge of students regarding the structure of biographical texts.

### **3.2.2 The Influence Application Cooperative Model *NHT* towards Student's Skills Writing the Biographical Text for Students of Class X MIPA 2 SMA N 1 West Sumatra Padangpanjang**

*NHT* Cooperative model gave effect on the biographical text writing skills. This can be seen in the average score of biographical writing skills before and after applying the *NHT*. The average score of writing biographical text skills before applying the *NHT* is 55.00 (Almost Enough qualification). This is because students are not used to writing biographical texts. Meanwhile, the average value of writing biographical text skills after applying the *NHT* is 82.78 with high qualifications. This is because students are taught, trained, and guided to write biographical texts according to the structure and EBI.

The average value per indicator also increased after applying the *NHT*. The indicator of the structure of the biographical text (1) before applying the *NHT* is 55, while the average value after applying the *NHT* is . The average value after applying the *NHT* is 82.78. It can be seen that the score after the *NHT* is higher than before applying the *NHT*. Thus, the application of the *NHT* effect on students' biographical text writing skills. Students are less enthusiastic and unmotivated when working on a biographical text writing skill test before applying cooperative model *NHT*. This is because students do not understand the substance of writing biographical text skills and have not been trained in writing. All of this resulted in students complaining, getting sleepy, and going in and out of class while working on the test. On the other hand, students looked enthusiastic, enthusiastic, active, and serious when learning biographical text writing skills after applying the *NHT*. Students are able to work together in groups when completing a project. This learning model provides opportunities for students to share ideas and consider the most

appropriate answers [22, 23]. Through discussion in cooperative learning communication will be established, namely group members share ideas or opinions [24, 25]. This is in accordance with the advantages of the NHT namely they feel confident, enjoy and can share with each other in groups with their own knowledge [26]. Furthermore, [27] suggested that one of the advantages of the NHT is that it can improve students' collaborative skills. The NHT learning model makes students' attention increase, because of the random appointment of students by the teacher by mentioning one number (*numbering*) which becomes the identity in the group to convey the results of the discussion [28, 29]. In addition, by displaying a model or example of a biographical text, students are able to recognize and understand a biographical text easily. This example can also be a guide for students in writing biographical texts.

Based on this description, the application of the NHT effect on students' biographical text writing skills. This is evidenced by the difference in the average value of writing biographical text skills before and after apply the NHT. The result shows that the skill of writing biographical text after applying the *NHT* is better than before applying the *NHT cooperative model*. Likewise, the hypothesis testing was carried out  $t_{table} < t_{count}$  ( $13.33 < 8.96$ ) at a significance level of 95%. Thus, the application of the NHT affects the writing skills of the students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang.

## 4 Conclusion

Based on the results of the analysis and discussion, the following three things are concluded. *First*, the skills of writing biographical texts for students of class X MIPA 2 SMA N 1 West Sumatra Padangpanjang before applying the *NHT* are in the Almost Enough (HC) qualification with an average value of 55.00. *Second*, the skill of writing biographical text after applying the *NHT* is in Good with an average score of 85.50. *Third*, based on the results of the t-test, it was concluded that the application of the *NHT* effect on students' biographical text writing skills at a significance level of 95% and  $dk = n - 1$ ,  $t_{table} < t_{count}$  ( $13.33 > 8.96$ ). Thus, the skill of writing biographical text after applying the *NHT* is better than before applying the *NHT cooperative model*.

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