

Ansyar, Ainun Bani, 2023. *Pengaruh Model Pembelajaran Kooperatif Tipe Numbered Heads Together Berbantuan Media Infografik Terhadap Kemampuan Menulis Teks Eksposisi Siswa Kelas Viii Smp Negeri 1 Geger*. Skripsi, Program studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen Pembimbing: Bapak Albitar Septian Syarifuddin, S.Pd., M.Pd.

## ABSTRAK

Model pembelajaran kooperatif tipe *Numbered Heads Together* dipilih karena dengan model ini siswa berperan aktif dalam kegiatan pembelajaran dan dapat bekerja sama dengan temannya atau berkelompok. Tujuan penelitian ini untuk mengetahui penggunaan dan pengaruh model pembelajaran kooperatif tipe *Numbered Heads Together* terhadap kemampuan menulis teks eksposisi siswa kelas VIII SMPN 1 Geger. Jenis penelitian ini adalah penelitian kuantitatif eksperimen menggunakan metode *Quasi Experimental Design* dengan bentuk desain yaitu *nonequivalent control group design*. Teknik pengambilan sampel dalam penelitian ini menggunakan *purposive sampling*. Penelitian ini dilakukan pada dua kelas yakni kelas A sebagai kelas eksperimen dan kelas B sebagai kelas Kontrol. teknik pengambilan data yang digunakan yakni angket, lembar observasi, lembar aktifitas, dan tes menulis teks eksposisi. Dari hasil penelitian nilai kelas kontrol *posttest* dan kelas eksperimen *posttest* menggunakan rumus uji-t diperoleh  $t_{hitung} = 2,638$  dan nilai  $t_{tabel} = 2,019$ . Sehingga dapat dilihat bahwa nilai  $t_{hitung} > \text{nilai } t_{tabel}$  maka  $H_0$  ditolak. Nilai hasil *pretest* kelas kontrol yaitu 58,25 mengalami peningkatan rata-rata pada nilai *posttest* yaitu 66,5. Berdasarkan rata-rata tersebut terdapat 11 siswa yang tidak tuntas dan 9 siswa yang tuntas. Kemudian pada kelas eksperimen rata-rata *pretest* kemampuan menulis teks eksposisi yaitu 63,75 mengalami peningkatan pada nilai *posttest* yaitu 75,25. Dengan hasil pengujian hipotesis berarti  $H_0$  ditolak dan  $H_a$  diterima, artinya terdapat pengaruh yang signifikan antara penggunaan model pembelajaran kooperatif tipe *Numbered Head Together* terhadap Kemampuan Menulis teks eksposisi Siswa Kelas VIII SMPN 1 Geger.

**Kata kunci:** Kooperatif tipe NHT, Tesk Eksposisi

Ansyar, Ainun Bani, 2023. *The Influence of the Numbered Heads Together Cooperative Learning Model Assisted by Infographic Media on the Ability to Write Exposition Texts of Class VIII Students of Geger 1 Public Middle School*. Thesis, Indonesian Language and Literature Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisor: Mr. Albitar Septian Syarifuddin, S.Pd., M.Pd.

### **ABSTRACT**

*The Numbered Heads Together cooperative learning model was chosen because with this model students play an active role in learning activities and can work together with friends or in groups. The purpose of this study was to determine the use and influence of the Numbered Heads Together cooperative learning model on the ability to write exposition texts of class VIII students of SMPN 1 Geger. This type of research is a quantitative experimental research using the Quasi Experimental Design method with a design form that is nonequivalent control group design. The sampling technique in this study used purposive sampling. This research was conducted in two classes, namely class A as the experimental class and class B as the control class. The data collection techniques used were questionnaires, observation sheets, activity sheets, and exposition text writing tests. From the research results, the posttest control class and posttest experimental class using the t-test formula obtained  $t_{count} = 2.638$  and  $t_{table} \text{ value} = 2.019$ . So it can be seen that the  $t_{count} > t_{table} \text{ value}$  then  $H_0$  is rejected. The pretest result for the control class was 58.25, which experienced an average increase in the posttest score, which was 66.5. Based on this average, there were 11 students who did not complete and 9 students who did. Then in the experimental class, the average pretest ability to write exposition text was 63.75, which experienced an increase in the posttest score, which was 75.25. With the results of hypothesis testing, it means that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a significant influence between the use of the Numbered Head Together cooperative learning model on the ability to write exposition texts of Class VIII students of SMPN 1 Geger.*

**Keywords:** Cooperative NHT type, Exposition Test