

Optimizing Arabic Text Listening Skills through the Numbered Head Together Strategy

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Abstract

The study aimed to explore the application of the NHT strategy in optimizing the learning of Arabic text listening skills and to describe students' responses to its use. A lack of practice in listening results in difficulties in interacting. These difficulties are also caused by students' lack of motivation and interest, as well as a lack of vocabulary and limited understanding of sentence structure. Therefore, an alternative is needed to minimize the problem. The strategy is called Numbered Head Together (NHT). This research employed a quantitative approach with a survey method. Data were collected through observations, interviews, and questionnaires. Questionnaire data was analysed using SPSS 25. The results of the study elucidated six steps in the application of the NHT strategy: a) material preparation; b) numbering, where the teacher formed groups and assigned each group member a number from 1-5; c) listening to the text, where students were asked to listen to the text either using audio-visuals or directly from the teacher; d) asking questions, where each question given by the teacher had an identification number; e) discussion process, where students were asked to discuss the given questions; f) submission of discussion results, where students with numbers matching the question number had the responsibility to answer the question. Students'

responses to the NHT strategy, measured by indicators such as interest, involvement, and perceived impact, obtained a score of 1,505 out of a maximum of 1,725, with a percentage of 87.24% (very satisfying). This research provides practical implications for improving students' learning motivation and response. Its contributions include a better understanding of the effectiveness of this strategy and providing empirical evidence for teachers to develop more effective learning strategies.

Keywords: Arabic text; listening skills; numbered head together

Introduction

Listening skills have an essential role in language learning in understanding material, social interaction and strengthening supporting the development of students' overall communication skills¹. In the realm of listening comprehension, various occurrences can impede students' engagement. Specifically, the constraints of vocabulary breadth and sentence structure comprehension may pose challenges, hindering effective interaction among learners². This is in line with the results of interviews conducted by the researcher with Arabic language teachers at MTs Satu Atap Al-Hidayah. The challenge gets tougher due to students' low motivation and interest in learning Arabic. Plus, there's a scarcity of engaging listening tasks and diverse listening materials. As a result of the researcher's observation of the seventh grade Arabic textbook, the researcher found that Arabic language learning uses *thoriqah Wahdab* in which four language skills as well as *qowa'idul nahwiyyah* and *shorfyyah* are contained in one book, in the *istima'* material there is only vocabulary. Unlike the *istima'* material in classes VIII and IX, it is loaded in the form of barcodes.

Improving listening skills issues from before can be tackled by employing alternative strategies. One such strategy, the Numbered Heads Together (NHT) cooperative learning model, aligns with students' needs, enhancing engagement, creativity, and practicality³. This model was developed by Spenser Kagen (1993). The NHT strategy is based on constructivism learning theory that provides opportunities for students to build their knowledge

¹ G K Hapsari et al., (2021). Pembelajaran Bahasa Inggris 'Decribing People' Murid-Murid Muditta Learning Center (MLC) Tangerang." *Abdi Dharma: Jurnal Pengabdian Kepada Masyarakat*. Vol 03 N0 02. doi: <https://jurnal.ubd.ac.id/index.php/ad/article/view/2267>.

² Ristika N et al., (2024). Factors Causing the Low Listening Comprehension of English Students on the TOEFL Test at the University Muhammadiyah of Bengkulu, Telle, Vol 4 No 1. doi: <https://jurnal.umb.ac.id/index.php/telle/article/view/6336>

³ B D Tri, R Anggraini, and F Fiftinova, (2023). Implementasi Model Numbered Heads Together (NHT) Dalam Meningkatkan Kemampuan Memahami Teks Bahasa Inggris Peserta Didik, *Ide Guru: Jurnal Karya Ilmiah Guru*, 8(3), 680-686. doi: <https://jurnal-dikpora.jogjaprov.go.id/index.php/jurnalideguru/article/view/676>.

independently so that their knowledge is not procedural.⁴ In this theory, the most important component in learning activities is student activeness through independent activities to achieve true learning achievements. Learning occurs because of the will of the individual with the arrangement of conditions that facilitate learning.⁵ Numbered Heads Together is a group learning model where each student has a specific number and responsibility.⁶ Students listen to information and collaborate in groups to ensure all members understand the material.⁷ Its hallmark is collaboration and teaching each other, creating a cooperative and interactive learning environment.⁸

Discussions about the NHT strategy often mention its benefits. For instance, Pratiwi highlights how it enhances listening skills in language learning, particularly for understanding mother tongue fairy tales,⁹ while Sunarti et al. stated that NHT can improve short story listening skills.¹⁰ Irmayanti (2023) revealed that speaking skills improved with the NHT model,¹¹ reading skills can also be improved with the NHT model.¹² Secondly, when it comes to grasping language components, Mustakim asserts that the NHT model significantly

⁴ N N Suwandari, (2020). Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (NHT) Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa. *Journal of Education Action Research*, 4(3), 345-353. doi: <https://ejournal.undiksha.ac.id/index.php/JEAR/article/view/27237..>

⁵ N Nurlaila and M Muassomah, (2021). Analisis Pembelajaran Bahasa Arab Berbasis Konstruktivisme Di MAN 1 Pamekasan. *Taqdir*, 6(2), 45-70. doi: <http://jurnal.radenfatah.ac.id/index.php/Taqdir/article/view/5945>.

⁶ S Jelatu et al., (2019). Model Pembelajaran Kooperatif Tipe Numbered Head Toghether (NHT) Terhadap Kemampuan Penalaran Matematika Siswa. *Jurnal Pendidikan Matematika*. 4(1), 12-17 <https://core.ac.uk/download/pdf/300026116.pdf>.

⁷ A Fitzsimons and E Ní Fhloinn (2023), "The Cops Model for Collaborative Problem-Solving in Mathematics," *Irish Educational Studies*, <https://doi.org/10.1080/03323315.2023.2189137>.

⁸ C Yuan et al., (2024). "Teaching Cooperation to Children with Autism during Play." *Journal of Developmental and Physical*. <https://doi.org/10.1007/s10882-023-09945-1>.

⁹ I M Pratiwi, (2018). Pengaruh Model Numbered Head Together (Nht) Dalam Meningkatkan Kemampuan Menyimak Dongeng Siswa Kelas Vii Mts Negeri. *JALADRI: Jurnal Ilmiah Program Studi Bahasa Sunda*, 4(2). <http://jurnal.upmk.ac.id/index.php/jaladri/article/view/1464>.

¹⁰ F Sunarti, I N Diarta, and ..., (2020). Peningkatan Keterampilan Menyimak Cerpen Melalui Metode Numbered Heads Together Pada Siswa Kelas Vii Smp Negeri 4 Denpasar. *JIPBSI (Jurnal Ilmiah Bahasa dan Sastra Indonesia, Vol 1 No 1*. doi: <https://e-journal.unmas.ac.id/index.php/jipbsi/article/view/1599>

¹¹ I Irmayanti, (2023). *The Effectiveness of Numbered Heads Together in Speaking Skill of Recount Text at Eighth Grade Students in MTs Annur Baiturrahim Seppong*. *Fakultas Tarbiyah dan Ilmu Keguruan: UIN Maulana Malik Ibrahim Malang*.

¹² Y Selong, (2019). Improving Students' reading Comprehension Through The Use Of Numbered Head Together (Nht) Technique. *Journal of English Educational Study (JEES)*, 2(2), 78-86. doi: <http://jurnal.stkipersada.ac.id/jurnal/index.php/JEES/article/view/500>.

boosts vocabulary acquisition,¹³ making learning more enjoyable and engaging.¹⁴ Furthermore, Nahwu studies have seen enhancements,¹⁵ not only in academic performance but also in students' confidence and eagerness to learn. This has led to heightened participation and engagement in the learning process,¹⁶ as well as increasing student involvement in learning.¹⁷ Third, general lessons, the NHT strategy are effectively used in science,¹⁸ social studies,¹⁹ mathematics,²⁰ biology,²¹ and economics.²² This model increases student learning motivation

¹³ N Mustakim, (2021). Head Together بأسلوب التعاوني: Penggunaan Model Pembelajaran Kooperatif Tipe Number Head Together Dalam Pembelajaran Mufradat." *JURNAL AL-IHDA: Media Ilmiah Bahasa Arab*. 9(2), 32-34. doi: <http://journal.stitalhilalsigli.ac.id/index.php/al-ihda/article/view/61>.

¹⁴ R Rastina (2019). Improving Students' Vocabulary Mastery Through Numbered Head Together (NHT) Technique at the Second Grade of SMP Al Birru Parepare. IAIN Parepare

¹⁵ I R Nur et al., (2023). The Effectiveness of the 'Numbered Heads Together' Cooperative Learning Model in Nahwu Learning Outcomes | Fa'aaliyah Namuudzaj Al-Ta'allum Al-Ta'aawuniy "NHT" Fi Tarqiyah Nataaij Ta'allum An-Nahw. Al-Ta'rib. Vol 11. No 1. doi: <https://e-journal.iain-palangkaraya.ac.id/index.php/tarib/article/view/6161>.

¹⁶ U Qalsum, (2020). Bahasa Indonesia Melalui Model Pembelajaran Kooperatif Dengan Tipe Numbered Heads Together (NHT) Siswa Kelas VII. C SMP Datok Sulaiman Palopo Pada. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*. doi: <https://e-journal.my.id/onoma/article/view/255>.

¹⁷ M Arifin and M L Al Halim, (2021). Cooperative Type Number Head Together (Nht) With Question Card Media in Learning Tenses. *Karangan: Jurnal Bidang Kependidikan, Pembelajaran dan Pengembangan*, 03(01), 44-50. doi: <http://ejournal.billfath.ac.id/index.php/karangan/article/view/87>.

¹⁸ A N Saleh, (2019). Upaya Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ipa Dengan Menggunakan Model Pembelajaran Kooperatif Tipe Nht (Numbered Heads Together). *JMP: Jurnal Mutiara Pedagogik*, 4(1). doi: <http://178.128.211.76/index.php/jmp/article/view/25>.

¹⁹ Q N Salsabila, M N Faradita, and ..., (2023). Analisis Penerapan Model Number Head Together (NHT) Dilihat Dari Hasil Belajar Ilmu Pengetahuan Alam Dan Sosial (IPAS) Pada Kurikulum Merdeka. *Jurnal Ilmiah Mandala Education*, 9(33). doi: <https://ejournal.mandalanursa.org/index.php/JIME/article/view/5341>.

²⁰ T Asminingrum, (2022). Meningkatkan Hasil Belajar Dan Keaktifan Siswa Pada Materi Pola Bilangan Melalui Model Pembelajaran Kooperatif Tipe Numbered Heads Together (Nht) Siswa. *PAEDAGOGY: Jurnal Ilmu Pendidikan Dan Psikologi*. 02(02), 166-180. doi: <https://jurnalp4i.com/index.php/paedagogy/article/view/1376>.

²¹ M Girsang, (2021). The Application Of The NHT Type Cooperative Learning Model To Improve Biology Learning Outcomes In Class XI SMA Negeri 10 Medan. *JPP: Jurnal Pelita Pendidikan*, 9(2), 098-103. doi: <https://jurnal.unimed.ac.id/2012/index.php/pelita/article/view/25118>.

²² E Marnis, (2021). Pengaruh Model NHT Dan Minat Belajar Terhadap Hasil Belajar Mata Pelajaran Ekonomi. *Ranah Research: Journal of Multidisciplinary Resarch dan Development*. 3(4), 236-244. doi: <https://jurnal.ranahresearch.com/index.php/R2J/article/view/399>.

through several mechanisms that stimulate involvement, cooperation and responsibility in the learning process.²³

The explanations above show the phenomenon of learning to listen to Arabic text at MTs Satu Atap Al-Hidayah as well as research related to the NHT type cooperative learning model. This research is intended to minimize the problems that occur and complement existing research. This study seeks to investigate how the NHT strategy can enhance Arabic text listening skills and examine students' reactions to its implementation. The response in question is a form of Self-Efficacy Theory by Albert Bandura,²⁴ He revealed that an individual's belief in their abilities affects interest, engagement and impact in learning.²⁵ A person's level of self-efficacy affects their interest in learning tasks.²⁶ In addition, self-efficacy also influences how actively individuals engage in the learning process.²⁷ Perceived impacts include increased self-satisfaction and a sense of achievement when individuals successfully overcome learning barriers.²⁸ Understanding this theory helps educators design learning strategies that strengthen students' confidence, encourage active engagement and improve overall learning outcomes.

This model not only strengthens students' engagement in learning, but also enhances their communication and cooperation skills. When it comes to learning Arabic, employing the NHT method offers students the chance to engage actively with texts in group settings, fostering thorough discussions and enabling direct feedback among peers. By working together in interpreting texts and solving problems, students can deepen their understanding of the Arabic

²³ S Nihayaturrahmah, (2018). Improving Students Activity and Students Learning Outcomes by Using Problem Centered Learning (PCL) Setting Numbered Head Together (NHT). *Axioma: Jurnal Matematika Dan Pembelajaran*, 3(1), 60-75. doi: <https://ejournal.uij.ac.id/index.php/AXI/article/view/310>.

²⁴ P Hieu and C Andre, "The Relationship Between College-Educated Officers and Their Self-Efficacy on Performance: A Quasi-Experiment," *RAIS Journal for Social Sciences*, 2023, <https://www.cceol.com/search/article-detail?id=1204680>.

²⁵ K O Byrd and R M M Giles (2023), "Preservice Teachers' Self-Efficacy for Teaching Mathematics.," *SRATE Journal*, <https://eric.ed.gov/?id=EJ1391137>.

²⁶ A M Okeke et al., (2023) "Effect of Symbolic Form Model on Senior Secondary School Students' Self-Efficacy in Logic Content of Mathematics Curriculum," *Journal of Positive ...*, <https://spe-jpsp.com/wp-content/uploads/2023-1-2-1.pdf>.

²⁷ D Rosen and A M Kelly (2023), "Mixed Methods Study of Student Participation and Self-Efficacy in Remote Asynchronous Undergraduate Physics Laboratories: Contributors, Lurkers, and Outsiders," *International Journal of STEM Education*, <https://doi.org/10.1186/s40594-023-00428-5>.

²⁸ M Pejić Bach et al., (2023) "Internet Usage among Senior Citizens: Self-Efficacy and Social Influence Are More Important than Social Support," *Journal of Theoretica*, <https://www.mdpi.com/0718-1876/18/3/74>.

language and its associated cultural context.²⁹ Thus, this approach can improve listening skills and also broaden students' horizons in Arabic language and culture. This helps create a dynamic learning environment and builds skills that can be applied in a variety of life situations. Listening becomes a key skill as it plays a key role in developing a deep understanding of pronunciation, intonation and sentence structure in Arabic. Through listening, students can become familiar with accent and dialect variations and understand the language used in real communicative situations.

The study adopted a quantitative methodology and employed a survey research approach. This method involved gathering data from respondents through a set of structured or semi-structured questions.³⁰ This research aimed to describe the application of the NHT strategy in enhancing Arabic text listening skills. The research subjects were 23 seventh-grade students from MTs Satu Atap Al-Hidayah. The study was conducted from October 30 to November 29, 2023. The selection criteria were based on students' inadequate comprehension of Arabic text due to the limited istima' vocabulary taught.

Data in the research was obtained through observation, interviews and questionnaires. Observation is done through direct observation of the object of research using the senses.³¹ Observations were made of textbooks and students during group creation, listening to text, asking questions, the discussion process and submitting discussion results.

Interviews in this study served as supplementary data to reinforce the observations made in the book. The interviews were exclusively conducted with Arabic language teachers. Meanwhile, the questionnaire employed a Likert scale to gauge the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena.³² The use of questionnaires was carried out to determine students' responses to learning listening skills using the NHT model. Data validation utilized the product moment correlation with the assistance of SPSS 25. The collected data were analysed using descriptive statistics. Descriptive analysis in this study was facilitated by the SPSS 25 application. Decisions were made by determining percentages, calculated as follows: Percentage (%) = (number of parts) / (total number) x 100%. The decision-making level is as follows:

²⁹ M Shao et al., (2023) "Deepening a Conceptual Framework in Travelling between Languages and Cultures: The Case of the Documentational Approach to Didactics," *ZDM-Mathematics*, <https://doi.org/10.1007/s11858-023-01471-w>.

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2020). pages 63-64

³¹ S Balakrishnan and A Forsyth, (2019). "Qualitative Methods." *The Routledge Handbook*, <http://gg.gg/195fu0>

³² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)*. pages

Table 1. Decision making level

Description	Percentage
Highly Satisfactory	> 85%
Satisfactory	75% - 84%
Enough	65% - 74%
Unsatisfactory	55% - 64%
Highly Unsatisfactory	< 54%

Findings and Discussion

NHT Strategy in learning listening skills

Listening skills in foreign languages, especially Arabic, are central to the development of language fluency. This article reviews the Numbered Heads Together cooperative learning model which is specifically designed to increase students' motivation and interest and can improve students' listening skills in understanding Arabic texts. The NHT type cooperative learning model was practiced on the student of MTS AL-Hidayah Satu Atap Batu in the odd semester of the 2023/2024 academic year. This model not only emphasizes mastery of vocabulary and grammar, but also encourages cooperation and active participation among students. There are six stages of implementing the NHT strategy in learning Arabic text listening skills.

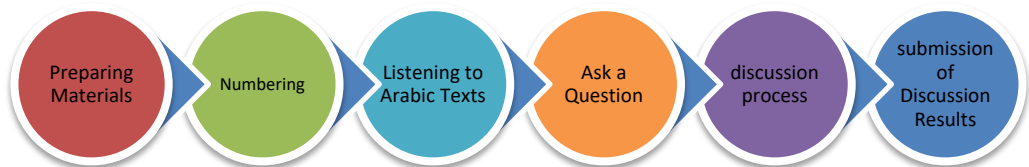


Figure 1. The stages of learning listening skills with the NHT strategy

Figure 1 shows the stages of learning listening skills using the numbered head together cooperative learning model. There are six stages of the learning process using the NHT strategy. The first stage is preparing the material, from the results of observations made by researchers in the package book, the learning material for istima' class VII MTs One Roof Al-Hidayah is only in the form of vocabulary related to daily activities such as introductions, school facilities and equipment, colours, etc. This is in line with the results of the researcher's interview with the Arabic language teacher:

"Istima' material in class VII is only vocabulary, but for classes VIII and IX have istima material in which the book has a barcode, each barcode is an audio link from the istima material itself. istima' material is taught by the way students are asked to listen to the teacher's speech (vocabulary) then students are asked to follow it".

Indonesia	Arabic	English	Arabic
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة
kehidupan	الحياة	life	الحياة

Figure 1 The istima' material in the book

The explanation above explains that the current istima' material in class VII has not specifically emphasized the development of listening skills. Learning materials are more likely to focus on understanding vocabulary. The researchers see that the listening aspect has an important role in language acquisition. Therefore, learning istima' should not just be about listening and memorizing vocabulary. The material should be in the form of Arabic text that is listened to by students either using audio media, audio visual or only read by the teacher concerned. In this study, researchers used Arabic text in the material of qiro'ah in learning istima'. Using qiro'ah material as teaching material for grade VII in the context of istima' (listening) can be an appropriate and useful choice. The learning of istima is carried out by researchers by reading directly and listening to students. the vocabulary contained in the Arabic text has been studied before so that students can already understand the text little by little.

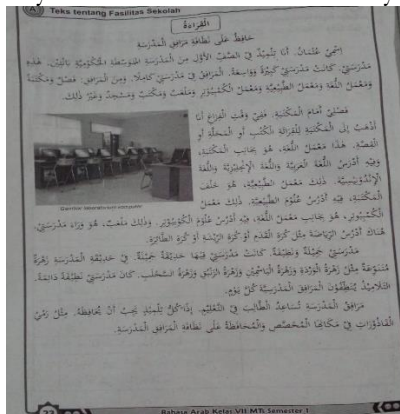


Figure 2. The istima' materials used

The second stage is numbering, Numbering in the Numbered Heads Together (NHT) strategy plays a key role in shaping effective group dynamics in the learning process. The teacher starts by determining the number of members in each group and then assigns an individual number to each student in the group. This number remains consistent throughout a particular learning session or NHT activity. During this phase, the teacher grouped the 23 students into 5 groups, with 4-5 individuals in each group. Every group member was assigned a number ranging from 1 to 5. Assigning numbers to students served a crucial role in organizing the groups and establishing individual responsibilities within them. This numbering system ensured clear identification of each student, thereby enhancing communication and accountability. Moreover, it facilitated equitable task allocation and measurable accountability during group discussions. Such an approach not only promoted balanced participation but also encouraged active engagement from every student, thereby enhancing collaborative effectiveness within the classroom.

Group 1



Figure 3. Group formation



Figure 4. Numbering each group member

In the third phase of Arabic text listening, students engage in a vital activity aimed at honing their listening skills. This involves direct reading of the Arabic text by the researcher. The reading is drawn from the istima' material, focusing on qira'ah material, which facilitates comprehension by providing emphasis, intonation, and clarification. Furthermore, it allows for speed adjustments and offers guidance that aids understanding. The researcher read the text by moving around the class, not standing in one place. This strategy aims to ensure students' full attention, create direct interaction and promote whole-class involvement in listening activities.

This listening process helps students understand sentence structure, vocabulary and the context in which words are used in everyday situations. By

listening to the text, students can improve their ability to understand the language orally, help build communication skills and prepare them to interact in Arabic contexts more comprehensively.

According to the teacher, the listening process greatly helps students in understanding sentence structure, vocabulary, and the context in which words are used in everyday situations. She explained that by listening to texts, students can improve their ability to understand the language orally, which in turn helps build their communication skills. The teacher emphasized that this listening ability not only helps students in understanding Arabic, but also prepares them to interact in the context of the language more comprehensively in daily life. The Arabic text that is played to students is the material in figure 2.



Figure 5: Students listen to the spoken text

The fourth phase of asking questions in the Numbered Heads Together strategy begins with the determination of relevant questions by the teacher. These questions are designed to encourage understanding of concepts, application of knowledge or analysis of learning materials. Each question is given an identification number that corresponds to the number of each student in the group. Next, the teacher presents the question or task to the whole class and students in groups come together to discuss the appropriate answer or solution. The questions asked in the study were questions designed to determine comprehension of the Arabic text listened to by the students. Question number five for the four group members is accountable to the group leader.

Table 2 Questions asked to each student number in the group

Number	Question
Student No.1	١. أين جلس عثمان؟ ١. أذكر خمسة المرافق في المدرسة!
Student No.2	٢. ماذا يعمل عثمان في وقت الفراغ؟ ٢. أين يقع معمل اللغة؟
Student No.3	٣. أي الدروس يدرس عثمان في معمل اللغة؟ ٣. أين يدرس عثمان علوم الكمبيوتر؟

Student No.4

٤ . هل ملعب مدرسة عثمان وراء المقصف؟

٤ . أذكر ثلاثة الأزهار في المدرسة؟

Student No.5

٥ . متى ينظف عثمان وأصدقائه المرافق المدرسة؟

٥ . ما هي المدرسة؟

In the fifth step of the discussion phase within the Numbered Heads Together strategy for learning Arabic text listening, collaborative understanding among students is pivotal. Following the group's collective listening to the Arabic text, students engage in reflection, analysis, and consolidation of their responses or comprehension of the teacher's provided questions or tasks. This collective thought process fosters active participation from all students, fostering a dynamic discussion environment and reinforcing comprehension through cooperative efforts. This phase not only builds listening skills, but also nurtures students' group intelligence and critical thinking skills.



Figure 6 Discussion process with group members

The sixth phase is a key moment in measuring the understanding and contribution of each student in the group. After discussing, each group sends one student to convey their answers or discussion results to the whole class according to the question number. The teacher calls out a certain number, then the student whose number corresponds raises his or her hand and answers the question for the whole class. Through this phase, NHT provides opportunities for each student to share contributions, increase engagement and provide immediate feedback, while collectively reinforcing understanding of the material. Here the number one student in each group conveys the results of the discussion on question number one. While questions number two, three, four and five will be answered by students who match the previously determined number.



Figure 7. Student number 1 in each group answers question number 1.

The sixth stage represents a listening skill learning strategy employing the cooperative learning model known as Numbered Heads Together³³. Learning strategy is something that is done by someone to implement certain methods, namely learning styles using certain methods either individually or in groups³⁴. In other words, a learning strategy is a conceptual framework that describes systematic procedures in organizing learning experiences³⁵. Learning strategy can also be interpreted as a learning activity that teachers and students must do so that learning objectives can be achieved effectively and efficiently³⁶.

A good strategy is one that gets a positive response from students. Positive responses from students indicate that the strategies used in learning are effective and successfully motivate, engage and meet the needs of students well³⁷. This positive response may indicate that the strategy suits students' learning styles and facilitates their understanding and engagement in learning. The following are some of the students' responses to the learning strategy with the NHT strategy in learning listening skills at MTs Satu Atap Al-Hidayah Batu. The response consists of three indicators, namely student interest and involvement in the NHT strategy and the impact felt by students on the NHT strategy.

³³ Trianto, Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik (Jakarta: Prestasi Pustaka, 2007).

³⁴ M Muassomah, P R Yurisa, and ..., (2022). Mind Mapping: Reading Comprehension Technique of Arabic Texts for Students in Higher Education." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*. 14(2). <http://www.ejournal.radenintan.ac.id/index.php/albayan/article/view/14350>.

³⁵ C Schott, H van Roekel, and L G Tummers (2020), "Teacher Leadership: A Systematic Review, Methodological Quality Assessment and Conceptual Framework," *Educational Research Review*, <https://www.sciencedirect.com/science/article/pii/S1747938X20302086>.

³⁶ N Kholifah et al., (2020). The Effectiveness of Using Blended Learning Models against Vocational Education Student Learning Motivation. *IJATCSE: International Journal of Advanced Trends in Computer Science and Engineering*. 9(5). doi: <http://gg.gg/195gev>

³⁷ A I Zourmpakis, M Kalogiannakis, and S Papadakis (2023) "Adaptive Gamification in Science Education: An Analysis of the Impact of Implementation and Adapted Game Elements on Students' Motivation," *Computers*, 2023, <https://www.mdpi.com/2073-431X/12/7/143>.

Students' Interest in the NHT Strategy

Students' interest in the NHT strategy refers to their interest, motivation or enthusiasm towards using the strategy in the learning process. Students who are interested in NHT tend to actively participate, engage in group discussions and show high interest in learning activities involving this strategy. Student interest can include curiosity, the desire to collaborate with group mates and a fun and interesting learning experience. The following are the results of the questionnaire of students' interest in the NHT strategy in learning to listen to Arabic texts in class VII One Roof Al-Hidayah Batu:

Table 3. Student interest response

Item	Descriptive Statistics					
	N	Min	Max	Sum	Mean	Std. D
The Numbered Head Together strategy makes learning istima' more interesting for me	23	4	5	103	4.48	.511
I feel more motivated to participate in istima' learning using the NHT strategy	23	4	5	105	4.57	.507
The existence of the NHT strategy makes the atmosphere of learning istima' more fun	23	3	5	94	4.09	.515
I feel happy and enthusiastic when using the NHT strategy in istima' learning.	23	4	5	102	4.43	.507
I feel that the NHT strategy has increased my interest in istima' learning.	23	4	5	101	4.39	.499
Valid N (listwise)	23			505		

Table 3. shows that the ideal score for all items is $5 \times 5 \times 23 = 575$ (number of question items x if all answered strongly agree x many respondents). While the number of scores obtained from research = 505. Based on the data, the level of students' interest in the NHT strategy in learning listening skills in

Arabic language learning = $(505 : 575) \times 100\% = 87.82\%$. Based on table 1 (decision-making level), it can be understood that the level of students' interest in the NHT strategy in learning listening skills is very satisfying or very good because the percentage value obtained is 87.82%.

Student interest in learning strategies cannot be ignored as it has a huge impact on the learning process and academic achievement³⁸. Students' interest creates intrinsic motivation that encourages them to actively participate in lessons, seek deeper understanding and develop skills continuously. Learning strategies that consider students' interests can increase participation in class, make learning more meaningful and strengthen information retention³⁹.

Student interest also creates a positive learning atmosphere, improves the classroom atmosphere and helps build good relationships between teachers and students⁴⁰. The importance of accommodating student interest in learning strategies is also closely related to the formation of relevant life skills⁴¹. When students feel engaged and interested in learning materials, they tend to develop creativity, problem-solving and critical thinking skills. Hence, teaching methods tailored to students' interests not only enhance academic performance but also cultivate individuals prepared to tackle real-world challenges⁴². As such, it is important for educators to design learning strategies that address and stimulate student interest in order to create a productive and stimulating learning environment.

The NHT (Numbered Heads Together) strategy is one of the strategies that can increase students' interest in learning as the results of the descriptive statistics above. Suwarti stated that students' interest in learning had increased with the NHT strategy. Thus, student learning outcomes also increased⁴³. In line with that, Sujarwati et al. said that students' interest in the NHT strategy in

³⁸ P U Kamalia, (2023). Analisis Strategi Pembelajaran Berdiferensiasi Terhadap Hasil Belajar Peserta Didik: Systematic Literature Review. *Asatiza: Jurnal Pendidikan*, 4(3),178-192. doi: <https://ejournal.stai-tbh.ac.id/asatiza/article/view/1231>.

³⁹ S Srimuliyani, (2020). Implementasi Media Audio-Visual Dalam Pembelajaran Istima '. *Alsina: Journal of Arabic Studies*, 2(2), 125-144. <https://journal.walisongo.ac.id/index.php/alsina/article/view/4961>.

⁴⁰ I Irsan, S Sufinuran, and R Fauziah, (2022). Analisis Perkembangan Perilaku Sosio-Emosional Siswa Dalam Pelaksanaan Pembelajaran Secara Daring (Online) Di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 943-953. doi: <https://jbasic.org/index.php/basicedu/article/view/2062>.

⁴¹ I W Santyasa(2018). Student Centered Learning: Alternatif Pembelajaran Inovatif Abad 21 Untuk Menyiapkan Guru Profesional. Seminar Nasional Fisika, Dan Pendidikan Fisika, doi: <http://www.seminar.uad.ac.id/index.php/quantum/article/view/347>.

⁴² J P Erikson, L Naibaho, and ..., (2023). Memahami Peran Pendidikan Di Era Post Modern Melalui Pandangan John Dewey." *JKS: Jurnal Kolaboratif Sains*. 6(11), 1572-1578. doi: <https://www.jurnal.unismuhpalu.ac.id/index.php/JKS/article/view/4403>.

⁴³ S Suwarti, (2021) "... IPS Model Cooperative Tipe Number Head Together (NHT) Berbantuan Media Gambar Berpengaruh Terhadap Minat Dan Hasil Belajar Siswa, AL-ALLAM, <http://ejournal.kopertais4.or.id/madura/index.php/alallam/article/view/4739>.

learning was in the high category⁴⁴. So that student learning outcomes increase drastically⁴⁵. Therefore, it is advisable for teachers to incorporate the NHT strategy into their teaching approach⁴⁶. Thus, the NHT strategy can increase students' interest in the learning process⁴⁷. Hence, it can be concluded that student learning motivation can be influenced by the NHT strategy⁴⁸.

The enthusiasm student's show for the NHT strategy is evident in their enthusiastic participation in group activities, collaboration, and willingness to tackle challenges together. This approach fosters an environment that piques students' curiosity, enhances their internal drive, and fosters positive emotional ties to the subject matter. By emphasizing cooperative learning and peer interaction, the NHT strategy cultivates a lively atmosphere, rendering the learning experience both enjoyable and significant for students. Moreover, it provides every student with chances to participate actively, fosters a feeling of responsibility, and strengthens interpersonal abilities. Consequently, students' engagement with the NHT strategy represents a favourable reaction to cooperative learning, encouraging thorough involvement and comprehensive comprehension.

Student Engagement with The NHT Strategy

Student engagement with the NHT (Numbered Heads Together) strategy refers to the extent to which students are actively involved in learning activities that use this strategy. Engagement can be seen from students' participation in group discussions, their contribution in developing answers or solutions together, and their ability to interact with group members. Students who are well involved in the NHT strategy usually show high interest, focus and collaboration in achieving learning goals together with their groups. Student engagement is an important indicator of the success of the application of the

⁴⁴ S Sujarwati, M Ilyas, and N Nurdin, "... Model Kooperatif Tipe Numbered Heads Together Dengan Teknik Tutor Sebaya Terhadap Kemampuan Pemecahan Masalah Dan Motivasi Belajar Siswa Kelas V SDN ...," *Cokroaminoto Journal of Primary ...*, 2021, <https://www.e-journal.my.id/cjpe/article/view/1268>.

⁴⁵ L A Ikhwandari, N Hardjono, and G S Airlanda, (2019). Peningkatan Motivasi Dan Hasil Belajar Matematika Peserta Didik Dengan Model Numbered Heads Together (Nht). *Jurnal Basicedu*, 03(04), 2101-2112. doi: <http://jbasic.org/index.php/basicedu/article/view/283>.

⁴⁶ N Prabandari, (2020). Model Pembelajaran Numbered Heads Together (NHT) Untuk Meningkatkan Motivasi Dan Hasil Belajar Siswa Pada Materi Perbandingan Dan Skala Kelas VI. *Jurnal Ilmiah Guru Indonesia*, Vol 1 NO 2. doi: <http://journalindonesia.org/index.php/JIGI/article/view/32>.

⁴⁷ I Suprihetty, (2018). Penerapan Pembelajaran Numbered Heads Together (Nht) Untuk Meningkatkan Motivasi Dan Hasil Belajar Ipa, *MEDIA BINA ILMIAH*, 13(2). doi: <http://gg.gg/195glj>

⁴⁸ F D Ikrom and F Y Aripin, (2021). The Effect Of Numbered Head Together (Nht) Model On Elementary School Learning Motivation (Literature Study). *Jurnal Primagraha: Ekonomi, Pendidikan, Hukum Dan Bisnis*, 02(02), <https://jurnal.upg.ac.id/index.php/jurnalupg/article/view/525>.

NHT strategy in learning. The following are the results of the student involvement questionnaire in the NHT strategy.

Table 4. Student Engagement Response

Item	Descriptive Statistics					
	N	Min	Max	Sum	Mean	Std.D
I actively participate in group discussions when using NHT Together	23	4	5	104	4.52	.511
I feel that my group members listen to and respect my opinion during the NHT model	23	4	5	100	4.35	.487
I feel that the NHT strategy encourages the involvement of all group members.	23	4	5	107	4.65	.487
I feel that my role in the group is very clear during the NHT strategy	23	3	5	98	4.26	.541
I actively contribute in developing answers or solutions together while using the NHT strategy.	23	4	5	103	4.48	.511
Valid N (listwise)	23			512		

Table 4 exhibits the total possible scores for all items, which amounts to 575 (5 items x 5 groups x 23 students), while the actual scores obtained are 512. Therefore, the level of student engagement with the NHT strategy in learning Arabic text listening skills can be calculated as follows: $(512 / 575) \times 100\% = 89.04\%$. This indicates that the NHT strategy significantly enhances student participation in learning to listen to Arabic text, reaching a very satisfactory level.

Student engagement in learning strategies has a central role in creating an effective learning environment⁴⁹. Active student engagement is more likely to understand and absorb the subject matter, which includes participation in class

⁴⁹ S Syaparuddin, M Meldianus, and ..., (2020). Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar Pkn Peserta Didik, Maha Guru : Jurnal Pendidikan Guru Sekolah Dasar, 2020. <https://ummaspul.e-journal.id/MGR/article/download/326/154..>

discussions, creativity, and active problem solving⁵⁰. Learning strategies that consider student engagement, such as group discussions, collaborative projects and the use of interactive technology, encourage students to be directly involved in the learning process. In addition, student engagement creates intrinsic motivation that fuels the desire to learn more deeply. When students feel involved, it can develop a sense of responsibility towards learning⁵¹. This engagement also builds social and communication skills that are essential for life in society⁵². Therefore, educators need to pay attention and design learning strategies that encourage student engagement to create meaningful, immersive learning experiences and prepare students for future challenges.

The NHT strategy emphasizes student activities to find, process and report information⁵³. It is learning by working together in small groups collaboratively⁵⁴. NHT in its application emphasizes students to be directly involved in the learning process⁵⁵. Its application can make student engagement increase, train cooperation, a sense of responsibility and increase self-

⁵⁰ S Fariati and S Marli, (2020) Peningkatan Aktivitas Belajar Siswa Kelas III SD Dalam Pembelajaran IPS Menggunakan Pendekatan Kontekstual. *JPPK: Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*. Vol 2 No 12. doi: <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/4151>.

⁵¹ R Janah, K Nurfadilah, and ..., (2023). Peran Motivasi Belajar Berpartisipasi Dalam Peningkatan Prestasi Peserta Didik Di SMK Azzainiyah." *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*. 01 (03), 87-99. doi: <https://journal.staiyiqbaubau.ac.id/index.php/Al-Tarbiyah/article/view/311>.

⁵² (2018). Peningkatan Keterampilan Sosial Melalui Metode Role Playing Pada Pembelajaran IPS Di Kelas IV SD Negeri Pasi Pinang Kabupaten Aceh Barat. *Bina Gogik*. 5(1). doi: <http://download.garuda.kemdikbud.go.id/article.php?article=1277660%5C&val=16971%5C&title>

⁵³ S Suprpto, "Penggunaan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (Nht) Untuk Meningkatkan Motivasi Dan Prestasi Belajar Matematika Kaidah ...," *JH (Jurnal Humaniora)*, 2023, <https://ejournal.stkippacitan.ac.id/ojs3/index.php/jh/article/download/780/614>.

⁵⁴ H H Harahap and A Makmur, "Penerapan Model Pembelajaran Numbered Heads Together (NHT) Untuk Meningkatkan Pemahaman Konsep Matematika Siswa SMP Negeri 4 Padangsidempuan," *Nabla Dewantara*, 2018, <http://www.ejournal.unitaspalembang.ac.id/index.php/nabla/article/view/90>.

⁵⁵ N Sutriningsih, R Pratiwi, and B H S Utami, (2018). Penerapan Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Pada Materi Sistem Persamaan Linear Dua Variabel (SPLDV)." *JURNAL E-DuMath*, 4(2), 11-20. <https://www.academia.edu/download/80688971/4b9b4da476ca5862ec247ab3bc55216d7405.pdf>.

confidence⁵⁶. Consequently, students take on more proactive roles and collaborate in their efforts to comprehend the learning material⁵⁷.

Student engagement in the NHT strategy reflects students' active and collaborative participation in the learning process. This strategy encourages students to work together in groups, share ideas and develop solutions together. Engagement in NHT is reflected in intensive student-to-student interaction, where each student feels they have an important role in their group. Students not only listen, but also actively contribute to achieving a common goal. In addition, engagement in the NHT strategy also illustrates students' level of concentration and focus on the learning material. Students feel responsible for the group's understanding and help each other. Thus, student engagement in NHT can be interpreted as a positive indicator of the strategy's effectiveness in creating dynamic collaborative learning, stimulating critical thinking, and building social and communicative skills essential for students' holistic development.

The Impact of the NHT Strategy on Students

The impact of the NHT (Numbered Heads Together) strategy on students refers to the effect or influence produced by using this strategy in a learning context. The impact can involve various aspects, including concept understanding, student engagement, learning motivation, social interaction and collaborative skill development. The results of the NHT strategy impact questionnaire on students are as follows:

Table 5. Impact felt by students

Item	Descriptive Statistics					
	N	Mi n	Ma x	Su m	Mea n	Std. D
Learning istima' using the NHT strategy makes me more focused	2 3	4	5	105	4.57	.507
The NHT strategy helps me better understand istima' learning material	2 3	3	5	95	4.13	.626

⁵⁶ S Pahmi, S Y Friska, and G Prananda, (2021). Pengaruh Model NHT Terhadap Hasil Belajar IPA. Jurnal Ika Pgsd (Ikatan Alumni Pgsd Unars, 9(1), 332-342. doi: <https://unars.ac.id/ojs/index.php/pgsdunars/article/view/1128>.

⁵⁷ M H Manafe, F Daniel, and P N L Taneo, (2022). Prestasi Belajar Matematika Siswa Pada Pembelajaran Model Kooperatif Tipe Numbered Heads Together (NHT). Jurnal Basicedu, 6(3), 3279-3284. doi: <https://www.neliti.com/publications/452033/prestasi-belajar-matematika-siswa-pada-pembelajaran-model-kooperatif-tipe-number>.

I feel more confident in answering questions or expressing my opinion in the NHT strategy.	2 3	3	5	91	3.96	.562
I feel that the NHT strategy helps me remember istima' learning information better.	2 3	4	5	103	4.48	.511
Learning istima' using the NHT strategy improves the quality of my understanding of the concepts taught.	2 3	3	5	94	4.09	.733
Valid N (listwise)	2 3			488		

Table 5. shows that the ideal score is $5 \times 5 \times 23 = 575$ and the number of impact scores obtained = 488. Then it can be seen that the impact felt by students on the NHT strategy in learning listening skills = $(488: 575) \times 100\% = 84.87\%$. For this reason, students feel a positive impact with a satisfactory category in the implementation of the NHT strategy in learning listening skills.

The Numbered Heads Together (NHT) strategy has a positive impact on students through the development of self-confidence, group responsibility and intrinsic motivation⁵⁸. In NHT, each student has an equal role, building confidence due to their individual contributions⁵⁹. Active involvement in the group creates strong social bonds and interpersonal communication skills⁶⁰. Students also feel responsible for group results, reinforcing a sense of responsibility and cooperation. This strategy stimulates students' intrinsic motivation by presenting challenges and in-depth interaction, creating a positive learning atmosphere. Thus, NHT not only forms collaborative learning, but also

⁵⁸ R Arisendy and D Puspasari, (2021). Analisis Penggunaan Model Pembelajaran Numbered Heads Together (NHT) Pada Kompetensi Dasar Memahami Komunikasi Kantor Di SMK Krian Sidoarjo. JPAP:Jurnal Pendidikan Administrasi Perkantoran, 9(1), <https://journal.unesa.ac.id/index.php/jpap/article/view/9614>.

⁵⁹ B I Sappaile et al., (2023). Model Pembelajaran Kooperatif: Apakah Efektif Untuk Meningkatkan Motivasi Belajar Peserta Didik? Journal On Education, Vol 5 NO 1. doi: <https://jonedu.org/index.php/joe/article/view/3830>.

⁶⁰ S Maulia, (2023). Peran Komunikasi Efektif Guru Dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar (SD). Elementa: Jurnal Pendidikan Guru Sekolah Dasar. 5(1), 25-39. doi: <https://mathdidactic.stkipbjm.ac.id/index.php/pgsd/article/view/2310>.

enriches students' psychological dimensions, strengthening cognitive, social and emotional aspects in the learning process.

Table 3 and table 4 explain that the NHT strategy in learning listening skills has a positive impact. The NHT strategy's application generates high levels of student interest and engagement, reaching a "very satisfactory" rating. However, the perceived impact experienced by students falls into the "satisfactory" category, scoring 84.87%. This suggests that the NHT strategy effectively enhances students' listening skills through extensive group interactions. In NHT, students need to listen to group peers to respond to questions or compose answers together. Thus, this strategy promotes active and responsive listening skills, as each student must understand the contributions of peers. The impact is an increase in students' ability to comprehend information, catch the gist of the conversation and respond appropriately. In addition, engagement in NHT also enhances deep understanding, as students need to listen and process information carefully in order to collaborate with group members. Over time, it helps hone students' listening skills, resulting in responsiveness, openness to others' ideas and building a foundation for effective communication. As such, NHT is not only a group learning strategy, but also a critical listening skill development tool in a classroom context.

Table 3, table 4 and table 5 show that the NHT strategy in learning Arabic text listening skills is highly accepted by students. It is known that the percentage of interest is 87.82% (Highly Satisfactory) with the total score obtained of 505, while the percentage of involvement at the level of 89.04% (Highly Satisfactory) with the total score obtained of 512 and the impact felt by students in the satisfying category with a percentage of 84.87% (Satisfactory) with the total score obtained of 488. The maximum score if students' answers strongly agree in each of the 5 questionnaires distributed to 23 students for each indicator is 575. Therefore, if the three indicators are combined, it can be seen that the number of questionnaires is 15 statements with a Likert scale and has 5 answers to each statement given, the maximum score is $3 \times 575 = 1,725$. while the scores obtained from the aspects of interest, student involvement and the impact felt by students are $505 + 512 + 488 = 1,505$. then the percentage (%) = $1,505 : 1,725 \times 100\% = 87.24\%$ (very satisfying). The following is a comparison of scores and percentages among the three indicators of student response to the NHT strategy:

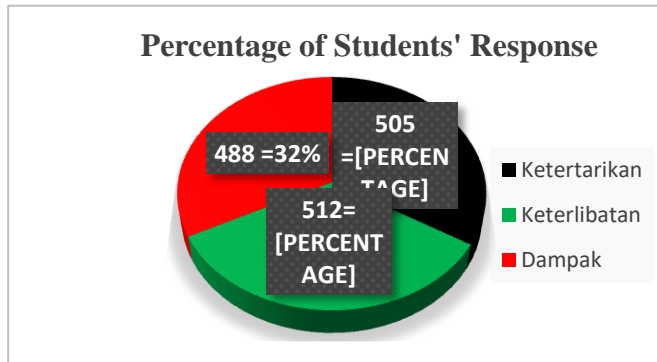


Figure 8. Percentage of student responses

The Numbered Heads Together strategy has a significant positive impact on student interest, engagement and learning outcomes⁶¹. Student interest is enhanced as NHT presents dynamic learning, spark curiosity and give group assignments⁶². Students feel engaged in learning because this strategy requires active participation, builds social skills and stimulates intrinsic motivation⁶³. Intensive group work can strengthen a sense of responsibility and emotional engagement. Positive learning outcomes are reflected in deep understanding and joint problem solving, creating a meaningful learning experience. By bringing these aspects together, NHT not only stimulates student interest and engagement but also produces a striking positive impact in the formation of students' cognitive, social and emotional skills. As a holistic learning strategy, NHT is an effective means to enhance students' overall learning experience⁶⁴.

In particular, the NHT strategy strengthens student engagement through the use of numbers and group collaboration and creates a learning environment that supports and stimulates active participation. Student interest is enhanced as the strategy integrates elements of play, challenge and makes learning more

⁶¹ F Y Nourhasanah and A Aslam, (2022). Efektivitas Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Terhadap Hasil Belajar Matematika Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(3), 5124-5129. doi: <https://jbasic.org/index.php/basicedu/article/view/3050>.

⁶² I Tasa, (2022). Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (Nht) Untuk Meningkatkan Prestasi Belajar Siswa Kelas, *JISMA: Jurnal Ilmu Sosial, Manajemen, Dan Akuntansi*, 1(2), 55-66. doi: <https://melatijournal.com/index.php/jisma/article/view/14>.

⁶³ M A Inayatul, (2021). Model Pembelajaran Koperatif Tipe Numbered Head Together (Nht) Terhadap Minat Belajar Siswa Melalui Permainan Tradisional repository.stkipppgrisumenep.ac.id, <https://repository.stkipppgrisumenep.ac.id/940/7/15862061A000879-2021-BAB V.pdf>.

⁶⁴ A Pendency and H M Mbagho, (2021). Model Pembelajaran Number Head Together (NHT) Pada Materi Relasi Dan Fungsi. *Jurnal Basicedu*, 5(1), 165-177. doi: <http://jbasic.org/index.php/basicedu/article/view/542>.

interesting and energizing. Through structured group discussions, students have opportunities to share ideas, discuss and build common understanding. The positive impact of NHT is also reflected in improving students' ability to communicate effectively, enriching social skills and forming a strong foundation for teamwork. Overall, the NHT strategy not only provides a fun and interactive learning experience, but also provides a positive impact that covers students' cognitive, emotional and social aspects in achieving learning objectives. This research goes straight with the results of other studies such as Pratiwi (2018) which states that NHT can improve students' ability to listen to fairy tales⁶⁵. as well as Sunarti et al., (2020) which states that NHT has a positive influence, increasing activity, motivation, and student learning outcomes⁶⁶.

Conclusion

Listening skills are important skills in language learning, lack of listening skills will make it difficult to interact. The Numbered Head Together strategy is a solution in learning to listen to Arabic text. The steps of its application are 1) preparing the material, at this stage the teacher prepares the material to be taught. In addition, the teacher must also formulate learning objectives; 2) numbering, at this stage the teacher forms groups heterogeneously, after that, each group member is given a number; 3) listening to the text, students are asked to listen to the Arabic text delivered. The text delivered can use media such as audio or audio visual or even just delivered by the teacher directly; 4) asking questions, the teacher conveys questions to each group that must be discussed with group members; 5) discussion process, students are asked to discuss the questions submitted previously; 6) submitting discussion results, students who have the same number as the question number are responsible for answering it.

The NHT strategy received a positive response to its implementation, the response was divided into three indicators, namely interest, involvement and impact. 1) Interest, the NHT strategy is a strategy that can increase students' interest in the material being taught. Based on the survey results, the score obtained was 505 (87.82% = very satisfactory); 2) involvement, NHT emphasizes students to be directly involved in the discussion process. In this indicator, the score obtained is 512 (89.04% = very satisfying); and 3) the impact

⁶⁵ I M Pratiwi, (2018). Pengaruh Model Numbered Head Together (Nht) Dalam Meningkatkan Kemampuan Menyimak Dongeng Siswa Kelas Vii Mts Negeri. *JALADRI: Jurnal Ilmiah Program Studi Bahasa Sunda*, 4(2). <http://jurnal.upmk.ac.id/index.php/jaladri/article/view/1464>.

⁶⁶ F Sunarti, I N Diarta, and ..., (2020). Peningkatan Keterampilan Menyimak Cerpen Melalui Metode Numbered Heads Together Pada Siswa Kelas Vii Smp Negeri 4 Denpasar. *JIPBSI (Jurnal Ilmiah Bahasa dan Sastra Indonesia)*, Vol 1 No 1. doi: <https://e-journal.unmas.ac.id/index.php/jipbsi/article/view/1599>

felt by students, NHT has a positive impact on students through the development of self-confidence, group responsibility and intrinsic motivation. the score obtained is 488 (84.87% = satisfying). From these three indicators, it can be understood that the overall score obtained is 1,505 while the maximum score is 1,725, the percentage obtained is 87.24% (very satisfying).

This research provides knowledge that the NHT strategy is a strategy that can be used in learning Arabic text listening skills. The use of NHT strategy in learning has six stages. In addition, the application of NHT can illustrate the increase in student interest and student involvement in the group and have a positive impact on learning. This research is only limited to VII grade students of MTs Satu Atap Al-Hidayah Batu and the material is delivered directly by the teacher (read), besides that this research is also limited to the research objectives, which only focus on the steps of applying the NHT strategy and knowing students' responses to its application. Hence, it is recommended to future researchers if they want to continue this research, these suggestions include: Researchers should use media such as audio or audio visual in its application; carried out on a large scope or higher grade levels such as classes VIII, IX, X, XI and XII even for universities; and researchers should also look for the extent of its effectiveness on listening, speaking, reading and writing skills and other language elements.

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