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The Effect of Numbered Head Together Learning Model on Santriwati's Speaking Skills Darul Istiqamah Lappae Islamic Boarding School

Pengaruh Model Pembelajaran Numbered Head Together Terhadap Keterampilan Berbicara Santriwati Di Pondok Pesantren Darul Istiqamah Lappae

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Abstrak

Kata Kunci: Bahasa Arab; Keterampilan Berbicara; *Numbered Head Together*.

Model pembelajaran *Numbered Head Together* dapat meningkatkan kerja sama siswa, adanya saling ketergantungan positif antar siswa, tanggung jawab perseorangan, serta komunikasi antar sesama anggota kelompok. Selain itu, *Numbered Head Together* juga bisa diterapkan untuk semua mata pelajaran dan tingkatan kelas. Penelitian ini menggunakan jenis penelitian kuantitatif dengan metode eksperimen yang bertujuan :1) Mengetahui penerapan model *Numbered Head Together* terhadap keterampilan berbicara Santriwati Kelas VII Madrasah Tsanawiyah di Pondok Pesantren Darul Istiqamah Lappae Sinjai. 2) Mengetahui pengaruh penerapan model pembelajaran *Numbered Head Together* terhadap keterampilan Santriwati Kelas VII Madrasah Tsanawiyah di Pondok Pesantren Darul Istiqamah Lappae Sinjai. Pengambilan sampel dilakukan secara acak dengan 34 siswa melalui dua variabel yaitu variabel bebas berupa Model pembelajaran *Numbered Head Together* dan variabel terikat yang berupa keterampilan berbicara. Hasil Penelitian ini menunjukkan bahwa: 1) Penerapan model pembelajaran *Numbered Head Together* dapat meningkatkan keterampilan berbicara dalam proses pembelajaran bahasa Arab dikarenakan pada saat penerepan siswa lebih aktif, ketergantungan positif satu sama lain dan lebih fokus ke materi yang disajikan. 2) Nilai rata-rata *pre-test* kelas eksperimen 20,23 dan kelas kontrol 17,82, sedangkan nilai rata-rata *post test* kelas eksperimen 35,05 dan kelas kontrol 24,23. 3) Perhitungan *Wilcoxon Signed Ranks* pada *Pre test* dan *Post test* kelas eksperimen maupun *Pre test* dan *Post test*

kelas kontrol diketahui Asymp Sig (2-tailed) bernilai 0,000 yang artinya lebih kecil dari $< 0,05$, maka dapat disimpulkan ada pengaruh penerapan model pembelajaran *Numbered Head Together* terhadap keterampilan berbicara bahasa Arab santriwati kelas VII Madrasah Tsanawiyah di Pondok Pesantren Darul Istiqamah Lappae Sinjai.

Abstract

Keywords: Arabic Language; Speaking Skills; Numbered Head Together

The Numbered Head Together learning model can improve student cooperation, there is positive interdependence between students, individual responsibility, and communication between fellow group members. In addition, Numbered Head Together can also be applied to all subjects and grade levels. This study uses a type of quantitative research with an experimental method that aims: 1) To find out the application of the Numbered Head Together model to the speaking skills of Class VII Madrasah Tsanawiyah at the Darul Istiqamah Islamic Boarding School Lappae Sinjai. 2) Knowing the effect of applying the Numbered Head Together learning model to the skills of Class VII Santriwati Madrasah Tsanawiyah at the Darul Istiqamah Lappae Sinjai Islamic Boarding School. Sampling was carried out randomly with 34 students through two variables, namely the independent variable in the form of the Numbered Head Together learning model and the dependent variable in the form of speaking skills. The results of this study indicate that: 1) The application of the Numbered Head Together learning model can improve speaking skills in the Arabic language learning process because when students are more active, they are positively dependent on each other and are more focused on the material presented. 2) The average pre-test score for the experimental class was 20.23 and the control class was 17.82, while the post-test average score for the experimental class was 35.05 and the control class was 24.23. 3) Calculation of the Wilcoxon Signed Ranks in the Pre-test and Post-test of the experimental class as well as the Pre-test and Post-test of the control class, it is known that Asymp Sig (2-tailed) has a value of 0.000, which means it is less than <0.05 , so it can be concluded that there is an effect of applying the model learning Numbered Head Together on the Arabic speaking skills of class VII female students of Madrasah Tsanawiyah at Darul Istiqamah Lappae Sinjai Islamic Boarding School.

INTRODUCTION

Several things cause failure in learning Arabic, including students feeling that this lesson is complicated (Masnan, 2021). Understanding Arabic takes a long time. There are four skills, namely *istima'* (listening), *kalam* (speaking), *qira'ah* (reading) and *kitabah* (writing). One of the skills that must be mastered is the proficiency of *kalam* (speaking). Speech is a means to communicate with one another (Amin, 2017). A person can also convey thoughts, opinions or feelings by using the speech tool. Speaking skills provide opportunities for students to use Arabic in natural circumstances with creative spontaneity. As a Muslim, understanding Arabic is a noble thing because Arabic is the language of the Qur'an (Nasruni, 2022).

By understanding language, a person will communicate, both when he conveys something and gets information (Ibrahim, 2017). In addition, learning Arabic is one of the main keys to opening the doors of science, both religious, social, political, economic, and cultural. (Iskandar Wahyuni et al., 2022)

Darul Istiqamah Lappae Sinjai Islamic Boarding School is one of the Islamic boarding schools that includes Arabic language lessons as a subject that must be studied at every grade level. Based on interviews conducted by researchers to one of the teachers at the pesantren that students have different backgrounds in understanding Arabic language learning. Students who do not understand the learning material will be more silent and afraid to ask the teacher, while students who already understand sometimes still lack confidence or are embarrassed to convey to their friends and the main obstacle is that students do not speak fluently because of the lack of vocabulary they have. So that students feel that Arabic lessons are very difficult and boring, even though Arabic is an international language that has been recognized by the world (Mardhi, 2023). In addition to being an international language, Arabic also has unique characteristics, which are not possessed by other languages, for example, the *I'rab* system (Ibrahim U. F., 2022).

The main factor in this problem is also caused by monotonous teaching and learning process. The teacher delivers the material using the lecture method and students listen to what the teacher says and then take notes. Teachers do not provide greater space for students to be more active in honing the skills they have, one of which is the skill of *kalam* (speaking). The purpose of speaking is to inform, convince, and move (Amini, 2015).

Good learning should involve students in every role in the teaching and learning process, creating a pleasant learning atmosphere, increasing students' motivation and enthusiasm in learning Arabic, so that students can follow learning both independently and in groups. In terms of language, good language is one that is quickly understood by others (Amin, Implications of Qawa'id Learning Using

the Singing Method for Nursing Department Students at UIN Alauddin Makassar, 2018).

According to Indonesian Law Number 20 of 2003 concerning the National Education System Chapter I Article I education is "A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop religion, self-control, personality, noble character, and skills needed by themselves, society, nation and state".

According to researchers, the learning model applied must be improved, namely learning that allows students to be active and explore their skills so that they can understand the process of teaching and learning activities well, especially in speaking. Learning model is a guideline in planning learning in the classroom (Al-Tabarry, 2011).

Teachers are required to find ways so that current technological developments can facilitate students in learning (Putra, 2022). The learning model is a certain learning stages or patterns that are applied in the classroom so that the competencies and objectives of the applied learning outcomes can be achieved effectively and efficiently. One of the learning models that can support the Numbered Head Together type cooperative model.

Numbered Head Together is a variant of group discussion. Numbered Head Together is one of the cooperative learning that conditions students to think together in groups (Lestari, 2017). Numbered Head Together can be used for all subjects and grade levels. This learning model is a series of material delivery by using groups as a forum in uniting students' thoughts on questions that are answered by students according to the number of teacher requests from the teacher. monotonous teaching and learning process. The teacher delivers the material using the lecture method and students listen to what the teacher says and then take notes. Teachers do not provide greater space for students to be more active in honing the skills they have, one of which is the skill of kalam (speaking). The purpose of speaking is to inform, convince, and move (Amini, 2015).

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According to Slavin, the method developed by Rush Frank is suitable for ensuring individual accountability in group discussions. The purpose of Numbered Head Together is to provide opportunities for students to share ideas and consider the most appropriate answers (Huda, 2013). In Numbered Head Together learning, teachers are required to be able to create a learning atmosphere that encourages students to be active in working to do something together and need each other.

The Numbered Head Together learning model can increase student cooperation, positive interdependence between students, individual responsibility, and communication between group members. In addition, Numbered Head Together can also be applied to all subjects and grade levels. From this Numbered Head Together learning model, it is analyzed that it can help in the teaching and learning process in Arabic subjects so that students do not only capture material solely by listening to lectures. Until the achievement of effective teaching and learning objectives that are fun and meaningful. Based on this background, the researcher wants to know the effect of the Numbered Head Together learning model on the Speaking Skills of Class VII Madrasah Tsanawiyah female students at Darul Istiqamah Lappae Sinjai Islamic Boarding School.

RESEARCH METHOD

In this study, the research design used was quantitative research. Quantitative research is a method for testing certain theories by examining the relationship between variables. These variables are measured so that data consisting of numbers can be analyzed based on statistical procedures according to Creswell. (Creswell, 2015).

This research will be processed with a quantitative approach with experimental methods. Experimental research is research conducted to determine the effects caused by a treatment given intentionally by the researcher.

The data collection techniques used by the author are giving tests, conducting interviews, and taking documentation. Documentation is a record of events that have passed (Sugiono, 2016). The data analysis techniques used in this study are descriptive statistics, data normality test, and hypothesis testing.

RESULTS AND DISCUSSION

1. Application of Numbered Head Together Learning Model to the Skills of Female Students of Class VII Madrasah Tsanawiyah at Darul Istiqamah Lappae Sinjai Islamic Boarding School.

This research was conducted in one class with a total of 34 students who were divided into two groups, namely the experimental class and the control class. Group 1 with a total of 17 people as an experimental class and group 2 with a total of 17 people as a control class. Group 1 is a class that uses the Number Head Together learning model and group 2 as many as 17 students are taught without using the Number Head Together learning model or using conventional and lecture methods.

Researchers prepare lesson plans by making Learning Implementation Plans (RPP) and Student Worksheets (LKS) in accordance with the Numbered Head Together learning model.

The application of the Numbered Head Together learning model to students' speaking skills is as follows:

1. First Meeting

This meeting was held on Sunday, January 09, 2022, a pre-test was conducted to determine the ability of students' speaking skills in both experimental classes gradually.

2. Second meeting

This meeting was held on Monday, January 11, 2022 conducted for 2 lesson hours (2 x 30 minutes). Researchers present material entitled ta'aruf

(introduction) in the form of a simple hiwar (conversation) using the Numbered Head Together learning model. The learning steps are as follows:

The first step is to prepare the lesson plan by making a Learning Implementation Plan (RPP) and Student Worksheet (LKS) in accordance with the Numbered Head Together learning model. In learning activities, researchers provide ice breaking first to give a happy impression at the beginning of learning.

- a. The researcher opened the lesson and asked students to prepare their stationery. After that the researcher divided the group of 5 students, then distributed Numbered Head Together numbers to students.
- b. The researcher asked several questions about ta'aruf (introduction) material in order to provoke students to reveal what they already knew before getting an explanation of the material.
- c. The researcher provided the material and listened to the sound of lafadz (words) or sentences about the text of ta'aruf (introduction) to all students. Then students imitate the pronunciation of the words or sentences that are read.
- d. The researcher directs students to read or memorize the text of ta'aruf (introduction) and then practice it according to individual or group numbers.
- e. Students will conduct conversations individually or in groups. At this stage the researcher will observe every development of students' speaking skills.
- f. Students with their group members work together according to the rules of the Numbered Head Together learning model, each student will be assessed for their learning activities. Do not forget that the researcher always reminds if each group member must understand the material and help each other if there are difficulties that occur in their group.
- g. Researchers provide opportunities for students to ask questions if there is something that is not understood.
- h. The researcher and students concluded the lesson.
- i. The researcher will give rewards to students, both individuals and groups.
- j. Finally, the researcher closed the lesson by thanking the students for their help in applying the Numbered Head Together learning model.

3. Third Meeting

This meeting was held on Wednesday, January 18, 2022 carried out for 2 lesson hours (2 x 30 minutes). The researcher presented the material entitled ta'aruf (introduction) part 2 in the form of a simple hiwar (conversation) using the Numbered Head Together learning model. The learning steps are as follows:

- a. The first step is to prepare the lesson plan by making the Learning Implementation Plan (RPP) and Student Worksheet (LKS) in accordance with the Numbered Head Together learning model. In learning activities,

researchers provide ice breaking first to give a happy impression at the beginning of learning.

- b. The researcher opened the lesson and asked students to prepare their stationery. After that the researcher divides the group of 5 students, then distributes Numbered Head Together numbers to students.
- c. The researcher evaluated the learning that had been learned on the previous day regarding ta'aruf (introduction) material to determine the level of mastery and understanding of the material.
- d. The researcher provided materials and listened to the sound of lafadz (words) or sentences about the text of ta'aruf (introduction) part two to all students. Then students imitate the pronunciation of the words or sentences that are read.
- e. The researcher directs the students to read or memorize the text of ta'aruf (introduction) part two and then practice it according to individual or group numbers.
- f. Students will conduct conversations individually or in groups. In this step, the researcher will observe every development of students' speaking skills.
- g. Students with their group members work together according to the rules of the Numbered Head Together learning model, each student will be assessed for their learning activities. Not forgetting the researcher always reminds if each group member must understand the material and help each other if there are difficulties that occur in their group.
- h. Researchers provide opportunities for students to ask questions if there is something that is not understood.
- i. Researchers and students summarize the lesson.
- j. The researcher will give rewards to students individually and in groups.
- k. Finally, the researcher closed the lesson by thanking the students for their help in applying the Numbered Head Together learning model.

4. Fourth Meeting

This meeting was held on Wednesday, January 25, 2022 conducted for 2 lesson hours (2 x 30 minutes). The researcher presents the material entitled a'dad (numbers) in the form of a simple hiwar (conversation) using the Numbered Head Together learning model. The learning steps are as follows:

- a. The first step is to prepare the lesson plan by making the Learning Implementation Plan (RPP) and Student Worksheet (LKS) in accordance with the Numbered Head Together learning model. In learning activities, researchers provide ice breaking first to give a happy impression at the beginning of learning.

- b. The researcher opened the lesson and asked students to prepare their stationery. After that the researcher divides the group of 5 students, then distributes Numbered Head Together numbers to students.
- c. The researcher evaluated the learning that had been learned on the previous day regarding the material ta'aruf (introduction) part two in order to determine the level of mastery and understanding of the material.
- d. The researcher provided the material and listened to the sound of the lafadz (word) or sentence about the text of a'dad (number) to all students. Then students imitate the pronunciation of the words or sentences that are read.
- e. The researcher directs students to read or memorize the text of a'dad (numbers) then practice it.
- f. Students with their group members work together according to the rules of the Numbered Head Together learning model, each student will be assessed for their learning activities. Do not forget that the researcher always reminds if each group member must understand the material and help each other if there are difficulties that occur in their group.
- g. Researchers provide games "Who is fast?" in order to increase student motivation in learning Arabic with Numbered Head Together learning model.
- h. The researcher gave an opportunity to each group for 20 minutes to understand and memorize the material that had been explained.
- i. After that the researcher will mention the number randomly that has been given to students. Students whose numbers are mentioned in each group are directed to come forward. Then each student answers the questions given by the researcher randomly.
- j. The group that has the highest score will get a reward.
- k. Researchers provide opportunities for students to ask questions if there is something that is not understood.
- l. Researchers and students concluded the lesson.
- m. Finally, the researcher closed the lesson by thanking the students for their help in applying the Numbered Head Together learning model.

5. Fifth Meeting

This meeting was held on Sunday, February 1, 2022, a post-test was conducted to determine the ability of students' speaking skills in both experimental classes after applying the Numbered Head Together learning model.

Table 1
Names of Students of Group 1 / Experimental Class and Group 2 / Control Class

Kelas Eksperimen	Kelas Kontrol
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1	Aufa Najwa	1	Nur Istiqomah
2	Herfiza	2	Maulida
3	Putri Azizil	3	Rezi
4	Anita	4	Anisa
5	Fitriani	5	Sumayah
6	Nur Aini	6	Ainun Azzahra
7	Safirah	7	Naurah Nadzifa
8	Ayu	8	A.Amirah Raihana
9	Siska	9	Al-Syifa Putri
10	Saskia Ramadhani	10	A.Rezki Febrianti
11	Riska	11	Sulfani Zahira
12	Khaerunnisa	12	Aulia Ramdani
13	Hafizatul Azizah	13	Saskia
14	Muzkiratunnisa	14	Nalah Han
15	Qur'atul Aeni	15	Mikayla Mutiara
16	Auliatul Mufidah	16	Kaisha Salha
17	Sulfana	17	Siti Haerai

2. The Effect of Numbered Head Together Learning Model on Speaking Skills of Female Students of Class VII Madrasah Tsanawiyah at Darul Istiqamah Lappae Islamic Boarding School, Sinjai

Based on data analysis using descriptive statistics, the data related to students' Arabic speaking skills were obtained as follows:

a. Average Value of Arabic Speaking Skills of Experimental and Control Classes

Obtaining data on students' Arabic speaking skills, researchers used pre-test and post-test in experimental and control classes consisting of 10 questions on the student speaking skills test. The data obtained are:

Table 2
List of Pre-Test and Post Test Values of Experimental Classes

No	Nama	Pre Test	Post Test
1	Aufa Najwa	15	30
2	Herfiza	20	45
3	Putri Azizil	15	38
4	Anita	17	38
5	Fitriani	15	35
6	Nur Aini	10	40
7	Safirah	22	20
8	Ayu Ardana Lestari	18	46
9	Siska Aprilia	15	25
10	Saskia Ramadhani	28	36
11	Riska	15	43
12	Khaerunnisa	33	40
13	Hafizatul Azizah	26	40
14	Muzkiratunnisa	32	45
15	Qur'atul Aeni	21	36
16	Auliatul Mufidah	32	30
17	Sulfana	10	25
Jumlah		344	596
Rata-rata		20,23	35,05

Table 3
List of Control Class Pre-Test and Post Test Scores

No	Nama	Pre Test	Post Test
1	Nur Istiqomah	15	20
2	Maulidatul Rezki	22	21
3	Rezi Wulandari	20	19
4	Anisa Al-Magfira	17	23
5	Sumayyah	25	41
6	Ainun Azzahra	20	23
7	Naurah Nadzifa	15	30
8	A.Amirah	16	16
9	Al-Syifa Putri	20	25
10	A.Rezki Febrianti	19	20
11	Sulfani Zahira	10	20
12	Aulia Ramdani	17	18
13	Saskia	15	18
14	Nalah Han	23	37
15	Mikayla Mutiara	15	28
16	Kaisha Salha	24	30
17	Siti Haerai	10	23
Jumlah		303	412
Rata-rata		17,82	24,23

Based on tables 2 and 3 above, it can be seen that the pre-test and post test results of the experimental class have increased after being given treatment through the use of the Numbered Head Together learning model. Before being given the action, the average value of the pre-test was 20.23, while after being given the post test action, the students obtained an increase in speaking skills with an average value of 35.05.

It is known that the pre-test and post test results of the control class also increased after being given treatment using the usual actions (conventional and lecture method). Before being given the action, the average value of the pre-test was 17.82, while after being given the post-test action, the students obtained an increase in speaking skills with an average value of 24.23.

b. Percentage Value of Students' Arabic Speaking Skills

1. Percentage Value of Experimental Class

Table 4
Frequency and Percentage Distribution of Pre-Test and Post Test Results of the Experimental Class

Sk-or	Kate-gori	Frekuensi		Persentase	
		pre	post	pre	post
41-50	Sangat Baik	-	4	-	23,52%
31-40	Baik	3	8	17,64%	47,05%
21-30	Cukup	4	4	23,52%	23,52%
11-20	Kurang Baik	8	1	17,64%	5,8%
1-10	Tidak Baik	2	-	11,7%	-
Jumlah		17	17		

Based on the table above, it can be stated that 17 experimental class students who took the pre-test had 4 categories, namely in the good category there were 3 students or around 17.64%, in the sufficient category there were 4 students or around 23.52%, in the unfavorable category 8 or around 17.64% and in the unfavorable category there were 2 students or around 11.7%. So that the average score of the research subjects is categorized in the "sufficient" category.

The table above also shows that 17 experimental class students who took the post test had 4 categories, namely in the excellent category there were 4 students or around 23.52%, the good category had 8 students or around 47.05%, the fair category had 4 students or around 23.52%, and the unfavorable category had 1 or around 5.8%. So that the average score of the research subjects is categorized in the "Good" category.

2. Percentage Value of Control Class

Table 5
Frequency and Percentage Distribution of Pre-Test and Post Test Results

Skor	Kategori	Frekuensi		Persentase	
		pre	post	pre	post
41-50	Sangat Baik	-	1	-	5,8%
31-40	Baik	-	1	-	5,8%

21-30	Cukup	4	8	23,52%	47,05%
11-20	Kurang Baik	11	7	64,70%	41,17%
1-10	Tidak Baik	2	-	11,7%	-
Jumlah		17	17		

Based on the table above, it can be stated that 17 control class students who took the pre-test had 3 categories, namely in the sufficient category there were 4 students or around 23.52%, the category was not good there were 11 students or around 64.702%, and the category was not good there were 2 students or around 11.7%. So that the average score of the research subjects is categorized in the "not good" category.

The table above shows that 17 control class students who took the post test had 4 categories, namely in the very good category there were 1 student or around 5.8%, the good category had 1 student or around 5.8%, the fair category had 8 students or around 47.05%, and the unfavorable category had 7 or around 41.17%. So that the average score of the research subjects is categorized in the "enough" category.

C. Data Normality Test

The normality test is carried out to determine whether the sample under study is normally or abnormally distributed. In this data normality test, researchers used the help of the IMB SPASS 25 program using the Kolmonogrov-Smirnov method. The requirement for a data to be said to be normally distributed is if the signofocation value <0.05 .

Based on the results of the data normality test through Shapiro Wilk, it is known that the results of the pre-test and post test of the experimental class and control class show that the data is normally distributed because the significance is $.05$.

d. Hypothesis Test

Calculation of hypothesis testing here researchers use the Wilcoxon Signed Ranks test calculation using IMB SPSS 25 to compare the value difference between the experimental class and the control class, whether there is a reduction or increase in the value of the two groups.

	PostTest Eksperimen - PreTest Eksperimen	PostTest Kontrol - PreTest Kontrol
Z	-3.482 ^b	-3.265 ^b

Asymp. Sig. (2-tailed)	.000	.001
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Based on the output of the Wilcoxon Signed Ranks calculation on the Pre test and Post test of the experimental class and the Pre test and Post test of the control class, it is known that Asymp Sig (2-tailed) is 0.000, which means it is smaller than <0.05 , it can be concluded that H_0 is rejected and H_a is accepted, which means that there is a difference between Arabic learning outcomes for pre and post tests. So it can be concluded that there is an effect of the application of the Numbered Head Together learning model on the Arabic speaking skills of seventh grade female santri of Madrasah Tsanawiyah at Darul Istiqamah Lappae Sinjai Islamic Boarding School.

Discussion

1. Experiment Class

The first meeting of the study conducted a pre-test to see the extent of the students' speaking skills level before applying the Numbered Head Together learning model. Researchers conducted oral and written tests containing 10 questions. The average pre-test result obtained by experimental class students was 20.23.

The second meeting the learning process was carried out using the Numbered Head Together learning model. During the learning process students were happy to follow the learning, students did not look bored and were more active in speaking Arabic and students focused on paying attention to the material presented.

Then in the third meeting the researchers conducted a post test on the experimental class. This post test was conducted to determine the extent of the influence of the Numbered Head Together learning model on students' speaking skills, while the average of the post test results was 35.05, meaning that this shows that there is an influence on the application of the Numbered Head Together learning model. Against student speaking skills.

2. Control class

The first meeting the researcher conducted a pre-test to see the extent of the level of students' speaking skills before applying the Numbered Head Together learning model. Researchers conducted oral and written tests containing 10 questions. The average pre-test result obtained by experimental class students was 17.82.

After the learning process was carried out three times, the researchers conducted a post test on the control class. This post test was conducted to determine the extent of the improvement of students' speaking skills without being given action, while the average of the post test results was 24.23.

CONCLUSION

The application of the Numbered Head Together learning model can improve speaking skills in the Arabic language learning process because during the application students are more active, positively dependent on each other and more focused on the material presented. Based on data analysis with Descriptive Statistics using pre-test and post test in the experimental class there is an increase in students' speaking skills after being given action through the application of the Numbered Head Together learning model.

Before given the action the average value (pre-test) is 20.23 while after given the action the average value (post test) is 35.05. Based on the results of calculations using IMB SPSS 25 using the Wilcoxon Signed Ranks test by comparing the sig value and the alpa value resulting from the calculation, the Asymp Sig (2-tailed) value is 0.000, which means it is smaller than <0.05 , it can be concluded that H_0 is rejected and H_a is accepted, which means there is a difference between Arabic learning outcomes for the pre-test and post test. So it can be concluded that there is an effect of the application of the Numbered Head Together learning model on the Arabic speaking skills of seventh grade female santri of Madrasah Tsanawiyah at Darul Istiqamah Lappae Sinjai Islamic Boarding School.

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