



# Exploring the Use of the Numbered Heads Together (NHT) Cooperative Learning Method in Enhancing Arabic Speaking Skills at Integrated Islamic Junior High School Pekanbaru

Nurjannah Harahap<sup>1</sup>, Hakmi Wahyudi<sup>2</sup>

<sup>1,2</sup>, Arabic Language Education, State Islamic University of Sultan Syarif Kasim, Riau

Article Info	Abstract
<p>Received: 2026-06-01 Revised: 2026-06-18 Accepted: 2026-06-23</p> <p><b>Keywords:</b> Cooperative Method; Numbered Heads Together (NHT); Speaking Skills</p> <p><b>DOI:</b> 10.24256/ideasv14i1.10919</p> <p><b>Corresponding Author:</b> Nurjannah Harahap Jannahrp772@gmail.com Arabic Language Education, State Islamic University of Sultan Syarif Kasim, Riau</p>	<p><i>This study aims to explore the implementation, perceived impact, and challenges of the Numbered Heads Together (NHT) cooperative learning method in Arabic speaking learning among eighth-grade students at Integrated Islamic Junior High School Pekanbaru. This study employs a qualitative approach using field research. Data were collected through observation, interviews, and documentation involving the Arabic language teacher, the school principal, and eighth-grade students at Integrated Islamic Junior High School Pekanbaru. The results indicate that the implementation of the NHT cooperative learning method effectively enhances students' engagement, confidence, and self-assurance in speaking Arabic. Students became more active in discussions, more prepared to provide answers, and more confident in expressing their opinions due to individual responsibilities within the group. Additionally, the learning environment became more interactive, communicative, and student-centered. The NHT method also helped students enrich their vocabulary, improve sentence structure, and practice speaking fluency through group collaboration. However, this study also identified several challenges, such as limited vocabulary, pronunciation difficulties, and anxiety among some students when speaking. Therefore, teacher guidance, continuous practice, and vocabulary reinforcement are necessary to optimize learning outcomes. Thus, the Numbered Heads Together (NHT) cooperative learning method is effective as an alternative learning strategy to improve students' Arabic speaking skills.</i></p>

## 1. Introduction

In the educational context, language learning plays a crucial role in developing

students' speaking skills, particularly in integrated Islamic schools. Arabic language learning aims not only at linguistic mastery but also serves as a means of fostering students' religious and intellectual character (Kusyairi 2025; Roza 2025). The development of modern Islamic education has indeed shown significant changes in the approach to teaching Arabic (Ibnu Abdilah et al. 2025).

In the past, the methods used emphasized grammatical aspects and memorization, such as memorizing vocabulary, nahwu-sharaf rules, and classical texts. This method often made learning feel rigid and less relevant to daily communication needs (Afifa 2024; Subqi et al., 2025). However, with the passage of time and global demands, the paradigm of Arabic language learning has begun to shift toward a more practical approach.

This means that learning focuses not only on grammatical rules but also on the ability to use Arabic in real-life situations, such as conversing, reading, writing, and understanding the socio-cultural context. According to Adyllah et al. (2025; Rosyadi and Fata (2025), this transformation aims to ensure that graduates of Islamic education not only understand Arabic theoretically but are also able to use it actively in various contexts—academic, social, and professional.

One of the objectives of Arabic language learning is to develop the four language skills: listening, speaking, reading, and writing. Among these four skills, speaking (*maharah kalam*) is a key indicator of learning success because it is directly related to students' communication abilities (Mahyudin et al. 2025; Nalole 2018; Tarigan 2008). Based on the results of observations and interviews conducted on March 2, 2026, at the Al Hikmah Integrated Islamic Junior High School (SMP IT) in Pekanbaru with an Arabic teacher identified as ZA, it was found that the Arabic language learning program is implemented through routine practice.

However, in actual classroom practice, students' speaking skills remain relatively low. This is caused by several factors, such as a lack of self-confidence, limited vocabulary, and a lack of opportunities to practice speaking. Additionally, the teacher-centered learning method results in students being less active in the learning process. At this school, the methods used include group discussions, presentations, and question-and-answer sessions; however, according to the teacher's explanation, the speaking skills of eighth-grade students are still considered inadequate.

Based on this, the researcher aims to conduct observations and interviews using specific methods to improve students' speaking skills. One relevant method is the Numbered Heads Together (NHT) cooperative learning approach. As described in Husain's (2022) book, this learning method was developed by Spencer Kagan (1992). This method emphasizes group cooperation, individual responsibility, and the active involvement of all group members in the learning process (Yang 2023).

The implementation of the Numbered Heads Together (NHT) method is

closely related to Cooperative Learning Theory proposed by Robert E. Slavin (2014). According to Slavin (2014), cooperative learning promotes positive interdependence, individual accountability, face-to-face interaction, and collaborative problem solving among students. In the NHT method, students work together in small groups while maintaining individual responsibility because every member may be selected to represent the group.

This structure encourages active participation and ensures that all students are involved in the learning process rather than relying on a few dominant learners. The use of NHT is also supported by Vygotsky's Social Constructivism Theory (1978), which emphasizes that learning occurs through social interaction and collaboration. Vygotsky (1978) argues that students develop knowledge and skills through interaction with more capable peers and teachers within the Zone of Proximal Development (ZPD).

Through group discussions and collaborative speaking activities, students receive support, feedback, and language input from their peers, enabling them to gradually develop their Arabic speaking abilities and confidence. In the context of Arabic language learning, the implementation of NHT aligns with the principles of Communicative Language Teaching (CLT). CLT emphasizes the use of language as a tool for meaningful communication rather than merely mastering grammatical rules (Littlewood 2007). According to communicative language teaching principles, students should be provided with opportunities to interact, exchange ideas, negotiate meaning, and use language in authentic communicative situations.

Therefore, cooperative learning activities such as NHT can facilitate meaningful communication and create a student-centered learning environment that supports the development of speaking skills. Furthermore, the development of speaking skills can be explained through the theories of Brown (2001) and Tarigan (2008). Brown (2001) argues that speaking proficiency develops through meaningful interaction, continuous practice, and active language use in communicative contexts.

Similarly, Tarigan (2008) emphasizes that speaking is a productive language skill that can only be improved through regular practice and opportunities for oral communication. These perspectives suggest that students need frequent speaking activities and interactive learning experiences to develop fluency, confidence, vocabulary mastery, and communicative competence. Consequently, the NHT method is considered relevant for supporting the development of maharah kalam because it encourages active participation, collaborative interaction, and repeated speaking practice.

Previous research indicates that the NHT cooperative learning method is effective in improving students' speaking skills and engagement in learning (Sandi and Khairil 2023). Although previous studies have demonstrated that the Numbered Heads Together (NHT) method can improve student participation and learning outcomes, most of these studies have focused on general educational

subjects or quantitative measurements of achievement. Research examining the implementation of NHT in Arabic language learning, particularly in developing maharah kalam (Arabic speaking skills), remains limited.

Furthermore, previous studies have mainly emphasized learning outcomes, while little attention has been given to exploring how NHT supports students' confidence, communicative interaction, and active participation in Arabic speaking activities. In addition, studies investigating the challenges faced by teachers and students during the implementation of NHT in Arabic language classrooms are still scarce, especially within Islamic junior secondary school contexts.

Therefore, this study seeks to fill these gaps by exploring the implementation, perceived impact, and challenges of the NHT method in Arabic speaking learning among eighth-grade students at Integrated Islamic Junior High School Pekanbaru. However, research on the application of this method in Arabic language instruction, particularly regarding speaking skills, remains limited.

Based on the research gap identified above, this study addresses the following research questions: how is the Numbered Heads Together (NHT) method implemented in Arabic speaking learning at Integrated Islamic Junior High School Pekanbaru?; how do teachers and students perceive the impact of the NHT method on Arabic speaking learning?; what challenges are encountered during the implementation of the NHT method in Arabic speaking classes?.

Based on these research questions, this study aims to explore the implementation of the Numbered Heads Together (NHT) method in Arabic speaking learning, examine teachers' and students' perceptions regarding its contribution to classroom interaction and speaking practice, and identify challenges encountered during its implementation at Integrated Islamic Junior High School Pekanbaru.

## **2. Method**

This study employed a qualitative field research design to explore the implementation of the Numbered Heads Together (NHT) cooperative learning method in Arabic speaking (maharah kalam) instruction at Integrated Islamic Junior High School Pekanbaru. Qualitative research was selected because it enables researchers to gain an in-depth understanding of participants' experiences, perceptions, and interactions within a natural educational setting (Creswell and Poth 2016; Sidiq et al. 2019). The study focused on how the NHT method was implemented, how it was perceived by teachers and students, and what challenges emerged during its application in Arabic speaking classes.

The participants were selected using purposive sampling because they were directly involved in the implementation of the NHT method (Patton 2015). The participants consisted of one Arabic language teacher (identified by the initials ZA), one school principal, and 22 eighth-grade students. Among the student participants, 13 were male and 9 were female. These participants were chosen

because they had firsthand experience with Arabic language learning activities utilizing the NHT cooperative learning method. The inclusion of multiple participant groups was intended to obtain diverse perspectives regarding the implementation and impact of the method.

Data were collected through classroom observations, semi-structured interviews, and documentation (Creswell and Poth 2016). Classroom observations were conducted during Arabic language lessons to examine student participation, interaction patterns, speaking activities, and the implementation procedures of the NHT method. Semi-structured interviews were conducted with the Arabic language teacher, the school principal, and selected students to obtain detailed information regarding their experiences, perceptions, and challenges related to the use of NHT in Arabic speaking learning. Each interview lasted approximately 20–40 minutes and was audio-recorded with participants' permission. Documentation data included lesson plans, learning materials, classroom records, and photographs related to the implementation of the learning activities.

The data were analyzed using the interactive model of Miles, Huberman, and Saldana (2014), consisting of data condensation, data display, and conclusion drawing/verification. First, all interview recordings and observation notes were transcribed and organized. Second, the researcher conducted open coding to identify meaningful units of information related to classroom participation, speaking confidence, collaborative interaction, and learning challenges (Saldaña 2021). Similar codes were then grouped into broader categories and themes. Third, the data were displayed in narrative and thematic forms to facilitate interpretation. Finally, conclusions were drawn and continuously verified by comparing findings across different data sources and collection methods.

To enhance the trustworthiness of the study, several strategies were employed. Source triangulation was conducted by comparing information obtained from the teacher, principal, and students. Method triangulation was achieved through the use of observations, interviews, and documentation. Member checking was also conducted by sharing interview summaries with participants to ensure the accuracy of interpretations. In addition, peer debriefing was undertaken through discussions with academic supervisors to review the consistency of coding procedures and thematic interpretations (Manouilidou et al. 2024).

Ethical considerations were carefully observed throughout the research process. Prior to data collection, participants were informed about the objectives and procedures of the study. Participation was voluntary, and informed consent was obtained from all participants and the school administration (Israel 2006). To maintain confidentiality and protect participants' identities, pseudonyms and initials were used in reporting the findings. All collected data were used solely for academic purposes and stored securely throughout the research process.

### **3. Result**

#### ***The Implementation of the Numbered Heads Together (NHT) Method in Arabic Speaking Learning***

The findings of this study were obtained through observations and in-depth interviews with Arabic language teachers and eighth-grade students at Integrated Islamic Junior High School Pekanbaru regarding the implementation of the Numbered Heads Together (NHT) cooperative learning method in maharah kalam learning. Based on classroom observations, the implementation of the NHT method showed an increase in students' interaction and participation during the learning process. These findings are in line with cooperative learning theory, which emphasizes the importance of social interaction in constructing students' knowledge and learning skills (Sakinah et al., 2025).

Students were actively involved in group discussions, helped one another understand the material, and practiced speaking Arabic collaboratively. During the learning process, the teacher divided students into several heterogeneous groups and assigned numbers to each group member. After discussing the material together, the teacher randomly called a number, and the selected student represented the group in answering questions or presenting the discussion results. This process is consistent with the concept of Numbered Heads Together (NHT) developed by Spencer Kagan, which combines group cooperation and individual responsibility in the learning process (Pendy and Mbagho 2021; Zativalen and Humairah 2021).

The observation results indicated that students became more prepared and responsible for understanding the material because every student had the possibility of being called upon by the teacher at any time. Although students demonstrated different levels of speaking fluency, most students appeared more willing to participate in classroom discussions and oral activities during the implementation of the NHT method. Classroom observations suggested increased participation and confidence among many students; however, the extent of these changes varied across individuals. Some students remained hesitant to speak due to limited vocabulary and concerns about making mistakes, as stated by Ahmad Fuad Effendy that continuous speaking practice can reduce language anxiety and increase students' participation in Arabic language learning (Hanani and Dodi 2020; Munawwaroh and Syamsiah 2025).

#### ***Improvement of Students' Participation and Confidence***

Based on interviews with the Arabic language teacher identified as ZA, the implementation of the NHT method positively influenced students' activeness and confidence in speaking Arabic. The teacher stated: *"Before using the NHT method, students tended to be passive and only a few students wanted to speak. However, after the method was implemented, almost all students became more active because they felt responsible for their groups."* The interview findings indicate that the NHT

method successfully increased students' participation in classroom learning. This finding supports Hanifa and Ritonga (2023), who explained that the NHT method encourages all students to actively participate through the random numbering system. The teacher also explained that group discussions helped students become more confident because they did not learn individually.

The teacher stated: *"This method is very helpful because students do not feel alone. They discuss first with their friends, so they become more confident when asked to speak, and the classroom atmosphere becomes more lively and interactive than before."* These findings are relevant to (Vygotsky 1978) social constructivism theory, which emphasizes the importance of social interaction in students' learning development.

### **Students' Responses toward the NHT Method**

Interviews with students also showed positive responses toward the implementation of the NHT method in Arabic speaking learning. One student stated: *"When learning through groups like this, I become braver in speaking Arabic because previously I was afraid of making mistakes."* Another student explained: *"My friends help me when I do not know the vocabulary, so it becomes easier to arrange sentences."* Other students also stated:

*"The learning process is more enjoyable and not boring like usual."*

*"Sometimes it is still difficult to pronounce Arabic words, but practicing together makes it easier."*

*"Because the teacher can call my number at any time, I have to be ready and participate in the discussion."*

The interview findings indicate that students experienced direct benefits from the implementation of the NHT method, particularly in increasing confidence, vocabulary mastery, and classroom engagement. These findings are consistent with (Abdullah et al. 2020), who stated that communicative learning environments can effectively improve students' speaking skills.

### **Perceived Impact of the NHT Method on Arabic Speaking Learning**

Based on observations and interview data, participants generally perceived the NHT method as a helpful strategy for supporting Arabic speaking learning. The method appeared to encourage greater participation, increase opportunities for speaking practice, and foster collaborative interaction among students. Teachers and students reported that group discussions and individual accountability contributed to a more active classroom atmosphere.

However, the findings should be interpreted cautiously because the study relied on participants' perceptions and classroom observations rather than formal

assessments of speaking performance. While many students demonstrated greater willingness to participate in speaking activities, variations in vocabulary mastery, pronunciation ability, and speaking confidence remained evident. Therefore, the findings suggest that the NHT method supports Arabic speaking practice and classroom engagement, although its impact may differ across learners depending on their individual characteristics and language proficiency levels. The method increased students' participation, confidence, and speaking practice intensity during classroom learning. Group interaction and individual responsibility became the primary factors supporting the success of the learning process.

These findings are supported by Agustina (2015; Halimah (2017), who explained that the NHT method effectively improves learning outcomes because it integrates cooperative discussion with individual accountability. However, the study also found several obstacles, such as limited vocabulary mastery, pronunciation difficulties, and students' anxiety when speaking Arabic in front of the class. Therefore, continuous speaking practice, vocabulary reinforcement, and teacher guidance are still needed to optimize students' speaking abilities.

### ***Challenges Encountered During the Implementation of the NHT Method***

Although most participants reported positive experiences with the implementation of the NHT method, several challenges were also identified during classroom observations and interviews. These challenges influenced the extent to which students could actively participate in Arabic speaking activities.

One of the most frequently reported difficulties was limited vocabulary mastery. Several students stated that they often understood the discussion topic but struggled to express their ideas in Arabic because they lacked the necessary vocabulary. One student explained:

*"I understand what I want to say, but sometimes I do not know the Arabic words, so I become hesitant to speak."*

Classroom observations also showed that some students frequently relied on their peers when encountering unfamiliar vocabulary. As a result, not all students were able to participate equally during speaking activities. Pronunciation difficulties also emerged as a common challenge. Some students experienced problems pronouncing certain Arabic sounds correctly, which reduced their confidence when speaking in front of the class. One student stated:

*"Sometimes I am afraid of pronouncing Arabic words incorrectly, so I prefer to speak only when I am sure of the answer."*

In addition, speaking anxiety remained evident among several students despite the collaborative nature of the NHT method. Although group discussions helped reduce nervousness, a number of students still felt anxious when their numbers were called randomly by the teacher. During classroom observations,

some students appeared reluctant to make eye contact, spoke very softly, or required encouragement from their peers before responding.

These findings indicate that while the NHT method created a more interactive and supportive learning environment, its benefits were not experienced equally by all students. Differences in vocabulary mastery, speaking confidence, and prior Arabic language proficiency influenced students' participation and speaking performance during classroom activities.

#### **4. Discussion**

##### **The Role of the NHT Method in Increasing Students' Participation**

The increased participation observed during the implementation of the NHT method can be interpreted through the perspectives of Cooperative Learning Theory and Social Constructivism. According to Slavin (1995), cooperative learning promotes individual accountability and positive interdependence, encouraging all group members to contribute actively to learning tasks. Similarly, Vygotsky (1978) argues that knowledge is constructed through social interaction and collaboration. In the context of Arabic speaking learning, the discussion activities embedded in the NHT method provided opportunities for students to exchange ideas, receive peer support, and engage in meaningful communication, thereby fostering greater participation in classroom activities. Students became more active in classroom discussions, participated in group collaboration, and showed greater readiness when asked to present discussion results. The random numbering system encouraged every student to understand the material because each member had the same opportunity to be called by the teacher.

This finding supports Slavin's (1990) theory of cooperative learning, which explains that cooperative learning creates positive interdependence and individual accountability among students. In the NHT method, students are required to collaborate within groups while simultaneously preparing themselves individually. Therefore, the learning process becomes more student-centered and interactive.

The interview results with teacher ZA also strengthen this finding. The teacher stated that before implementing the NHT method, students tended to be passive and reluctant to speak during Arabic learning activities. However, after the implementation of the method, students became more active because they felt responsible for contributing to group discussions. This condition indicates that cooperative learning successfully creates a more participatory classroom atmosphere.

Furthermore, these findings are also consistent with Hanifa and Ritonga (2023), who stated that the NHT method effectively improves students' participation because every learner is directly involved in the learning process through group discussion and random response activities. Similarly, Sakinah et al., (2025) explained that cooperative learning models encourage students to participate actively because learning activities are carried out collaboratively and

interactively. In this study, students not only listened to the teacher's explanation but were also directly involved in discussing, responding, and presenting ideas during classroom activities.

The increase in participation also reflects the characteristics of junior high school students who prefer interactive and collaborative learning activities. According to Rahmasari et al., (2025), adolescent learners tend to be more motivated when learning activities involve social interaction, discussion, and problem-solving activities. Therefore, the NHT method is considered appropriate for Arabic language learning at the junior high school level because it provides opportunities for students to learn actively through peer interaction.

### **The Influence of the NHT Method on Students' Confidence**

Students' confidence in speaking Arabic can be interpreted through Vygotsky's Social Constructivism Theory, which emphasizes the role of social interaction in supporting cognitive and linguistic development (Vygotsky, 1978). Collaborative discussions within NHT groups provided a supportive environment where students could receive assistance from peers before expressing their ideas publicly. Such interactions functioned as a form of scaffolding that helped reduce speaking anxiety and encouraged greater self-confidence during oral communication activities. Students felt more comfortable expressing their ideas because they discussed the material with their peers before presenting it individually. Group interaction reduced students' anxiety and fear of making mistakes during speaking activities.

This finding is relevant to Vygotsky (1978) social constructivism theory, which emphasizes the importance of social interaction in cognitive and language development. Through collaborative discussions, students receive assistance and support from their peers, enabling them to construct understanding and develop speaking confidence gradually.

The interview findings demonstrated that students experienced emotional support from group learning activities. One student explained that learning through groups made them braver in speaking Arabic because previously they were afraid of making mistakes. Another student stated that friends helped them when they lacked vocabulary, making sentence construction easier. These findings indicate that collaborative learning environments help reduce students' speaking anxiety while increasing their confidence and motivation.

In addition, Abdullah et al. (2020) argued that communicative learning environments support the development of speaking skills because students are encouraged to use language actively in meaningful interaction. The classroom atmosphere created through the NHT method reflects this communicative learning principle.

The improvement of students' confidence also demonstrates that cooperative learning contributes positively to students' psychological readiness in

language learning. Astiti et al., (2024) explained that constructivist learning allows students to develop confidence through active engagement and collaborative interaction. In this study, students gradually became more confident because they were given opportunities to practice speaking continuously in supportive group settings.

Moreover, the findings indicate that peer collaboration helped students overcome speaking anxiety. This condition is important because anxiety is one of the major barriers in foreign language learning. Brown (2001) emphasized that supportive classroom interaction can reduce students' fear and create a more comfortable learning environment for practicing speaking skills. Therefore, the NHT method not only improved linguistic competence but also supported students' emotional development during the learning process.

### ***The Effectiveness of the NHT Method in Improving Arabic Speaking Skills***

From the perspective of Communicative Language Teaching (CLT), language proficiency develops when learners are provided with meaningful opportunities to use language in authentic interaction and communicative exchanges (Richards, 2006). Through collaborative discussion and oral participation, students are encouraged to negotiate meaning, express ideas, and respond to others, which are central principles of communicative language learning. Therefore, the interactional structure embedded in the NHT method aligns with CLT principles by creating opportunities for meaningful language use in classroom settings (Littlewood 2007).

The collaborative discussions and oral participation activities embedded in the NHT method created communicative situations in which students were encouraged to express ideas, respond to questions, and negotiate meaning using Arabic. Consistent with the views of (Brown 2001; Tarigan 2008), frequent participation in communicative activities may support the development of speaking skills by providing learners with regular opportunities to practice language production in meaningful contexts. Students were encouraged to communicate ideas, answer questions, and participate in collaborative discussions using Arabic expressions. This condition increased students' speaking intensity and provided more opportunities to practice language production.

The findings are also supported by Agustina (2015); Halimah (2017); Rahmawati et al. (2025); Sari (2025), who stated that the Numbered Heads Together (NHT) method enhances students' speaking performance by encouraging active participation, collaborative interaction, and individual responsibility during the learning process. Through cooperative discussion activities, students become more engaged in expressing ideas and responding to questions confidently. These findings are further strengthened by Sakinah et al. (2025), who explained that cooperative learning strategies such as NHT create meaningful interaction among students and improve communication skills through collaborative classroom activities

The findings further indicate that the NHT method creates a supportive learning environment in which students help each other improve pronunciation, vocabulary mastery, and sentence construction. This collaborative learning atmosphere aligns with the communicative approach in language learning proposed by Brown (2001), who emphasized that language learning becomes more effective when students actively use language in interactive communication contexts

The improvement of students' speaking ability in this study also supports the opinion of Tarigan (2008), who stated that speaking skills can develop effectively through continuous practice and communicative interaction. Through repeated discussion and presentation activities, students were trained to express ideas more fluently and systematically in Arabic.

Furthermore, the NHT method indirectly increased students' vocabulary acquisition because students frequently exchanged vocabulary and sentence structures during group discussions. Mahyudin et al., (2025) explained that vocabulary mastery plays an essential role in developing productive language skills, especially speaking ability. Therefore, collaborative interaction in the NHT method provided students with opportunities to enrich their vocabulary knowledge contextually.

However, several obstacles were still identified during the implementation process. Some students continued to experience limited vocabulary mastery, pronunciation difficulties, and anxiety when speaking in front of the classroom. These challenges indicate that although the NHT method effectively improves speaking ability, continuous teacher guidance, vocabulary reinforcement, and regular speaking practice remain necessary to optimize students' Arabic speaking performance.

The findings also imply that teachers should combine the NHT method with various communicative learning strategies, such as role-play, dialogue practice, and contextual speaking exercises, to maximize students' speaking development. By integrating cooperative learning with communicative activities, Arabic learning can become more meaningful, interactive, and student-centered.

Overall, the discussion findings demonstrate that the Numbered Heads Together (NHT) method is an effective cooperative learning strategy for improving students' Arabic speaking skills, participation, and confidence through collaborative and communicative classroom interaction.

## **5. Conclusion**

This study explored the implementation of the Numbered Heads Together (NHT) cooperative learning method in Arabic speaking (maharah kalam) instruction at Integrated Islamic Junior High School Pekanbaru. The findings indicate that the NHT method created a more interactive learning environment by encouraging students' participation, collaborative interaction, and opportunities

for speaking practice. Through group discussions and individual accountability, students were more actively involved in classroom activities and demonstrated greater willingness to express their ideas in Arabic.

The study also revealed that teachers and students generally perceived the NHT method positively because it facilitated peer support, increased classroom engagement, and provided meaningful opportunities for oral communication. These findings are consistent with Cooperative Learning Theory, Social Constructivism, and Communicative Language Teaching principles, which emphasize the importance of interaction and collaboration in language learning. However, the benefits of NHT were not experienced equally by all students. Several challenges remained evident, including limited vocabulary mastery, pronunciation difficulties, and speaking anxiety, which influenced students' participation during classroom activities.

This study contributes to Arabic language pedagogy by providing contextual insights into how cooperative learning can support speaking practice in Islamic junior secondary school settings. Rather than demonstrating effectiveness through measurable achievement gains, the findings highlight participants' perceptions and classroom experiences regarding the implementation of NHT in Arabic speaking learning.

This study was limited to a single research site and relied primarily on qualitative data obtained through observations, interviews, and documentation. Therefore, the findings should be interpreted as context-specific and cannot be generalized to all Arabic language learning contexts. Future research may employ mixed-methods or quantitative approaches to examine the impact of NHT on students' speaking performance more comprehensively and across broader educational settings

## **7. References**

- Abdullah, Irhamudin, Novita Rahmi, and Walfajri Walfajri. 2020. "Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara." *Taqdir* 6(2):71-83.
- Adyllah, Nola, Marhamah Ulfa, Rizka Sari, Salahuddin Al Asadullah, Anwar Sidik, Sri Masyitah, and Siti Kholifah. 2025. "Transformasi Kurikulum Bahasa Arab: Analisis Lima Pendekatan Dalam Penguatan Kemahiran Berbahasa Untuk Peradaban Islam Masa Depan." *Rayah Al-Islam* 9(3):447-63. doi:10.37274/rais.v9i3.87.
- Afifa, Nurul. 2024. "IMPLEMENTASI METODE QAWAID WA TARJAMAH DAN MAUQIUL."
- Agustina, Radiatul Laila. 2015. "Upaya Meningkatkan Hasil Belajar IPA Siswa Kelas

- IV Menggunakan Model STAD Dan NHT." *Journal of Educational Science and Technology* 1(2):31-38.
- Astiti, kadek Ayu, Baiq Azmi Sukro Yanti, Ni Made Ayu Suryaningsih, Suryati, Christiani Endah Poerwati, Laxmi Zahara, and I. komang Wisnu Budi Wijaya. 2024. "Teori Psikologi Konstruktivisme. Nilacakra."
- Furwana, D., Muin, F. R., Zainuddin, A. A., & Mulyani, A. G. (2024). Unlocking the Potential: Exploring the Impact of Online Assessment in English Language Teaching. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 653-662.
- Husnaini, H. (2022). Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 538-560.
- Brown, H. Douglas. 2001. "Teaching by Principles: An Interactive Approach to Language Pedagogy." *Addition Wesley Longman*.
- Creswell, John W., and Cheryl N. Poth. 2016. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage publications.
- Halimah, Nur. 2017. "Perbedaan Pengaruh Model Student Teams Achievement Division (STAD) Dan Numbered Heads Together (NHT) Terhadap Hasil Belajar Matematika Siswa Kelas V SD." *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 7(3):267-75.
- Hanani, Nurul, and Limas Dodi. 2020. *Pembelajaran Bahasa Arab Kontemporer: Konstruksi Metodologis Pembelajaran Bahasa Arab Berbasis Komunikatif-Sosiolinguistik*. CV Cendekia Press.
- Hanifa, Nur, and Supardi Ritonga. 2023. "Metode Number Head Together (NHT) Dan Penerapannya Dalam Pembelajaran Pendidikan Agama Islam (PAI)." *Kaisa: Jurnal Pendidikan Dan Pembelajaran* 3(2):54-68.
- Husain, Husriani. 2022. *Model Kooperatif Tipe NHT Dalam Pembelajaran Matematika: Dengan Pendekatan Quantum Teaching*. CV. Ruang Tentor.
- Ibnu Abdilah, Husain, Nikma Nurhaliza, J. Sutarjo, Pendidikan Bahasa Arab, Universitas Islam Negeri Jurai Siwo Lampung Indonesia, and Info Artikel. 2025. *KRITIK TERHADAP METODE PEMBELAJARAN BAHASA ARAB MODERN DALAM PERSPEKTIF USHUL AT-TARBIYAH AL-ISLAMIAH*. Vol. 2.
- Israel, M. 2006. "Research Ethics for Social Scientists."
- Kusyairi, Ahmad. 2025. *PERAN BAHASA ARAB DALAM PEMBENTUKAN IDENTITAS KEILMUAN SANTRI*. Vol. 12.
- Littlewood, William. 2007. "Communicative and Task-Based Language Teaching in East Asian Classrooms." *Language Teaching* 40(3):243-49.
- Mahyudin, Erta, Ida Safitriani, Fahrurrozi, Isro'atul Choliliyah, Nailul Hidayah, Siti Zulfa Hidayatul Maula, Yuliasari, Ainiyatul Fatihah, Erna Puspita, Andini Aulia Rohmah, Meilina Husna Adiebah, and Muhammad Iqbal. 2025. *Strategi Mengembangkan Keterampilan Berbahasa Arab Aktif Produktif Dan Reseptif*.

Publica Indonesia Utama.

- Manouilidou, Evmorfia, Eleni A. Papadopoulou, and Ioannis Chatzikiriakou. 2024. "Teacher Evaluation: A Triangulation Study of Data Sources." *European Journal of Contemporary Education and E-Learning* 2(3):54–73.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldana. 2014. "Qualitative Data Analysis."
- Munawwaroh, Ela Isnani, and Dailatus Syamsiah. 2025. "Maharah Istima'Dalam Pembelajaran Bahasa Arab Bagi Non Penutur Asli Persepektif Muhammad Kamil An-Naqoh: Maharah Istima'Dalam Pembelajaran Bahasa Arab Bagi Non Penutur Asli Persepektif Muhammad Kamil An-Naqoh." *AL-MUARRIB JOURNAL OF ARABIC EDUCATION* 5(2):77–86. doi:10.1163/\_q3\_SIM\_00374.
- Nalole, Darwati. 2018. "Meningkatkan Keterampilan Berbicara (Maharah Al-Kalam) Melalui Metode Muhadtsah Dalam Pembelajaran Bahasa Arab." *Al-Minhaj: Jurnal Pendidikan Islam* 1(1):129–45.
- Patton, Michael Q. 2015. "Qualitative Research and Methods: Integrating Theory and Practice."
- Pendy, Agnes, and Hilaria Melania Mbagho. 2021. "Model Pembelajaran Number Head Together (NHT) Pada Materi Relasi Dan Fungsi." *Jurnal Basicedu* 5(1):165–77.
- Rahmasari, Fahrina, Abdul Hafidz Zaid, Rahmat Hidayat Lubis, and Universitas Darussalam Gontor. 2025. *Teori Belajar Kognitif: Urgensi Dan Manfaatnya Dalam Meningkatkan Pembelajaran Bahasa Arab*. <https://jurnaldidaktika.org>.
- Rahmawati, Aliyyah, Siti Nurhayati, Huriyah Nabilah, Naila Dzokratunnisa Pangestu, Nadini Az Zahra, N. Lalah Alawiyah, Nur Aliyyah Rahmawati, Elis Siti Nurhayati, Naila Dzokratunnisa Pangestu, and N. Lalah Alawiya. 2025. "Analisis Teoritis Terhadap Keunggulan Dan Kelemahan Metode Tata Bahasa-Terjemah Dalam Pembelajaran Bahasa Arab." doi:10.61104/alz.v3i3.1787.
- Rosyadi, Imron, and Badrus Samsul Fata. 2025. *REVITALISASI PEMBELAJARAN BAHASA ARAB DALAM PENDIDIKAN ISLAM INDONESIA*. Vol. 5. <https://stai-binamadani.e-journal.id/Alfikrah>.
- Roza, Inayah Nurlia. 2025. "JURNAL AWALIAH BAHASA ARAB SEBAGAI MEDIUM WAHYU DALAM PEMAHAMAN AL-QUR'AN." *Jurnal Bahasa, Sastra, Budaya, Studi Islam, Dan Pengajarannya*. <https://jurnal.awaliyah.com>.
- Sakinah, Tasya Aryati, Wafiq Zahira Mardatilah, and Gusmaneli Gusmaneli. 2025. "Implementasi Model Pembelajaran Kooperatif Dalam Meningkatkan Keaktifan Dan Hasil Belajar Siswa." *Al-Afkar: Jurnal Pemikiran Dan Pendidikan Islam* 1(2):76–89. doi:10.1163/\_q3\_SIM\_00374.
- Saldaña, Johnny. 2021. "The Coding Manual for Qualitative Researchers." 1–440.
- Sandi, Riswana, and Anwar Khairil. 2023. "Peningkatan Keterampilan Berbicara Melalui Penerapan Model PBL, Non-Directive, Dan NHT." *Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 1(2):87–101. <http://www.ncbi.nlm.nih.gov/pubmed/25926610><http://www.pubme>

Nurjannah Harahap, Hakmi Wahyudi

*Exploring the Use of the Numbered Heads Together (NHT) Cooperative Learning Method in Enhancing Arabic Speaking Skills at Integrated Islamic Junior High School Pekanbaru*

[dcentral.nih.gov/articlerender.fcgi?artid=PMC4492060%0Ahttp://www.sciencedirect.com/science/article/pii/S0160738315000444](http://www.sciencedirect.com/science/article/pii/S0160738315000444).

Sari, P. 2025. *Analisis Kesulitan Belajar Materi Pengukuran Siswa Kelas III SDN 081 Panyabungan*. etd.uinsyahada.ac.id.

Sidiq, Umar, Miftachul Choiri, and Anwar Mujahidin. 2019. "Metode Penelitian Kualitatif Di Bidang Pendidikan." *Journal of Chemical Information and Modeling* 53(9):1–228.

<http://eprints.lancs.ac.uk/48376/%5Cnhttp://dx.doi.org/10.1002/zamm.19630430112%0Ahttp://www.sciencedirect.com/science/article/pii/S0160738315000444%0Ahttp://www.ncbi.nlm.nih.gov/pubmed/25926610%5Cnhttp://www.pubmedcentral.nih.gov/articlerender.fcgi?artid>.

Slavin, Robert E. 1990. "Cooperative Learning: Theory, Research, Andpractice. Englewood Cliffs, NJ: Pren-Tice-Hall."

Slavin, Robert E. 2014. "Cooperative Learning and Academic Achievement: Why Does Groupwork Work?" *Anales de Psicología* 30(3):785–91. doi:<https://doi.org/10.6018/analesps.30.3.201201>.

Subqi, Ahmad, Dendi Yuda Safrullah, and Faiz Atifan Nurhidayat. 2025. *EFEKTIVITAS METODE AL-HIFDZU AL FAHMU AL-MUHAKKAH AT-TATHBIQ DALAM MENINGKATKAN PEMAHAMAN NAHWU DAN SHARAF DI PONPES DARUL HIDAYAH CIPICUNG*. Vol. 4. <https://jurnal.pustakaturats.com/index.php/pesan>.

Tarigan, Henry Guntur. 2008. "Berbicara Sebagai Suatu Keterampilan Berbahasa." *Angkasa*.

Vygotsky, Lev S. 1978. *Mind in Society: The Development of Higher Psychological Processes (Vol 86)*. Harvard university press.

Yang, Xigui. 2023. "A Historical Review of Collaborative Learning and Cooperative Learning." *TechTrends* 67(4):718–28.

Zativalen, Oriza, and Humairah Humairah. 2021. "Implementasi Metode Number Head Together (NHT) Pada Pembelajaran Tematik." *Jurnal Riset Dan Inovasi Pendidikan Dasar* 2(1):74–83. <https://pesquisa.bvsalud.org/portal/resource/pt/ppmedrxiv-20078584>.