

Chapter 1 : Numbered Heads Together, Software Kagan Publishing & Professional Development

numbered heads together 1. DEFINITION Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group).

Background of Study One of four skills which should be comprehended by English learners is reading skills. Reading skills is necessary for learners to access information and understand texts r literatures in English. It indicates that reading skills is a serious problem which should get more attention from English teachers. In Junior and Senior High School curriculum, reading is one of the competence standards conducted to the students. In KTSP curriculum, one of reading competences which should be learnt by them is: This kind of reading competence has even been conducted since they are at junior high school. In addition, the questions in National Examination Ujian Nasional in English subject contain those kinds of texts and the students are asked to comprehend them. As mentioned, one of the kinds of texts is narrative texts. Narrative text is a text about telling a story which tells conflicts among the participants and there is a plot of problem-solving in it. In English handbook at schools, students may find some narrative texts in it. And there is usually a set of reading comprehension referred the text after the teacher read the text for them. Usually, there are five to ten questions related to the text, and the teacher can discuss it together with the class or the students do them the questions by themselves. The questions may contain: Some students find it was easy to answer the questions, but some are not. Teachers must be creative in their ways to teach the lessons to their students. In Indonesia, more specific in North Sumatra, most teachers still use the individual method by letting the students followed what the teachers say, and they do the tasks individually. The cooperative learning method provides several strategies in teaching, which may be applied too in other subjects not only English, but can be applied in mathematic, geography, etc. All of those strategies allow the students to cooperate with their classmates rather than work individually. The NHT is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number from one to the maximum number in each group. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task. For this long, most schools still use the individual learning. For some students, it could be easy comprehending texts in this case: Cooperative learning enable each students have the same opportunity to accelerate and improve their ability together as they work cooperatively. Identification of Study Based on the background of study, I can identify some problems: The teacher teaches reading narrative text by direct method but most students still have difficulties in comprehending it. The students always do reading comprehension narrative texts individually, but most of them still do not comprehend them. The teacher never uses various strategies in teaching reading, so the students do not enjoy the study. The students never get involved in groups to comprehend the reading texts, so that the acceleration does not equal among them. Formulation of Study Dealing with the background and the research problem above, I will formulate the problems of the research as: The Objectives of Study The aims of study are to find out: Significances of Study 1. To the students who study reading comprehension. To other researcher who are interested in studying related research. Theoretical Framework Reading Reading is one of the most important skills in learning language besides listening, writing, and speaking. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language i. Reading in the target language is much more difficult for learners as they are required to have adequate knowledge of the language which has a different system, including vocabulary and structure as well as possible. Definition of Reading Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading may be defined

as the meaningful interpretation of printed or written verbal symbols. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading task, therefore, changes as learners progress to the more mature levels. Reading is not one skill but a large number of highly interrelated skills that develop gradually over the year. Reading with comprehension means understanding what has been read. Thus, reading comprehension is the process of understanding the message that the author is trying to convey Farris, et. Very simply, it is making meaning from the text at hand. According to Kustanyo

Literal reading The literal level of comprehension is fundamental to all the reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation. The literal level is considered to be the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said.

Inferential Inferences are ideas which a reader receives when he goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and makes generalizations, and detects the mood of the material. Making inferences requires author and more on personal insight.

Critical reading Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing, and evaluating. One of the most important comprehension skills is finding the main ideas. This could be a literal skill if the idea is directly stated, or an inferential skill if it is not directly stated. The main idea is the essence of the paragraph, or what the author is trying to get across to the reader. The following questions help the reader to have a plan after reading a passage. What is the subject of the paragraph? The subject of the paragraph is what the paragraph about "the topic being discussed. What is the purpose of discussing the subject? Is the purpose to inform, discuss, define, explain, defend, or criticize the subject? What idea is the author trying to make the reader understand about the subject?

Narrative Text The curriculum has been implemented in Indonesia since It emerges on the basis of the genre-approach that exposes the students to the use of various text types, i. **General Concept of Narrative Text** Meyers A good written story lets your readers response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them. In Curriculum , narrative text is defined as a text which function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. From the definition above, I conclude that narrative text is a text which tells something in purpose to amuse and entertain people, and it contains a plot of conflict and resolution in its ending. So that, in narrative text, we may find: What the characters look like their appearance c. Where the action is taking place the setting d. How things are happening the action For further explanation, the characteristics of narrative texts are: It tells us about a story of event or events. The events are usually arranged in chronological order "that is, in the order I which they occurred in time. The narrative has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes, to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose. Narration is telling a story. And to be interesting, a good story must have interesting content. It should tell us an event as if a movie where the readers watch people in action and hear them speak there. Therefore, it should be detailed, clear, and arranged in order. At last, it must achieve the following goals: It is unified, with all the action; a developing central idea. It is interesting, it draws the readers into the action and makes them feel as if they are do serving and listening to the events. It introduces the four ws of a setting "who, what, where, and when- within the context of the action. It is coherent, transition indicates changes in time, location, and character. It begins at the beginning and end at the end. That is, the narrative follows a chronological order "with events happening in a time sequence. It builds towards a climax. This is the moment of most tension or surprise "a time when the ending is revealed or the importance of events becomes clear. And the significant lexicogrammatical features of narrative text are: Focus on specific and usually individualized participants. Use of material processes, and verbal processes.

Chapter 2 : Numbered Heads Together by Ashlin Bean on Prezi

The Numbered Heads Together strategy, the Think-Pair-Share strategy, and students' ability in reading comprehension narrative text. I limit them into the three factors because it is supposed that teaching reading with the NHT and TPS strategies will improve students' ability in reading comprehension narrative text.

Selain itu, tehnik ini juga mendorong siswa untuk meningkatkan semangat kerjasama mereka. Tehnik ini bisa digunakan untuk semua mata pelajaran dan untuk semua tingkatan usia anak didik. Salah satu metode pembelajaran kooperatif yang cukup banyak diterapkan di sekolah-sekolah adalah Numbered Head Together atau disingkat NHT, tidak hanya itu saja, NHT juga banyak sekali digunkan sebagai bahan penelitian tindakan kelas PTK. Apa dan bagaimana NHT itu? Bagaimana menerapkannya dan apa saja keunggulannya, baca terus artikel berikut. Number Head Together adalah suatu Model pembelajaran yang lebih mengedepankan kepada aktivitas siswa dalam mencari, mengolah, dan melaporkan informasi dari berbagai sumber yang akhirnya dipresentasikan di depan kelas Rahayu, NHT pertama kali dikenalkan oleh Spencer Kagan dkk Model NHT adalah bagian dari model pembelajaran kooperatif struktural, yang menekankan pada struktur-struktur khusus yang dirancang untuk mempengaruhi pola interaksi siswa. Struktur Kagan menghendaki agar para siswa bekerja saling bergantung pada kelompok-kelompok kecil secara kooperatif. Struktur tersebut dikembangkan sebagai bahan alternatif dari sruktur kelas tradisional seperti mangacungkan tangan terlebih dahulu untuk kemudian ditunjuk oleh guru untuk menjawab pertanyaan yang telah dilontarkan. Suasana seperti ini menimbulkan kegaduhan dalam kelas, karena para siswa saling berebut dalam mendapatkan kesempatan untuk menjawab pertanyaan peneliti Tryana, Pembelajaran kooperatif merupakan strategi pembelajaran yang mengutamakan adanya kerjasama antar siswa dalam kelompok untuk mencapai tujuan pembelajaran. Para siswa dibagi ke dalam kelompok-kelompok kecil dan diarahkan untuk mempelajari materi pelajaran yang telah ditentukan. Tujuan dibentuknya kelompok kooperatif adalah untuk memberikan kesempatan kepada siswa agar dapat terlibat secara aktif dalam proses berpikir dan dalam kegiatan-kegiatan belajar. Ibrahim mengemukakan tiga tujuan yang hendak dicapai dalam pembelajaran kooperatif dengan tipe NHT yaitu: Hasil belajar akademik stuktural: Bertujuan untuk meningkatkan kinerja siswa dalam tugas-tugas akademik. Bertujuan agar siswa dapat menerima teman-temannya yang mempunyai berbagai latar belakang. Bertujuan untuk mengembangkan keterampilan sosial siswa. Keterampilan yang dimaksud antara lain berbagi tugas, aktif bertanya, menghargai pendapat orang lain, mau menjelaskan ide atau pendapat, bekerja dalam kelompok dan sebagainya. Pembentukan kelompok Dalam pembentukan kelompok disesuaikan dengan model pembelajaran kooperatif tipe NHT. Guru membagi para siswa menjadi beberapa kelompok yang beranggotakan orang siswa. Guru memberi nomor kepada setiap siswa dalam kelompok dan nama kelompok yang berbeda. Penomoran adalah hal yang utama di dalam NHT, dalam tahap ini guru membagi siswa menjadi beberapa kelompok atau tim yang beranggotakan tiga sampai lima orang dan memberi siswa nomor sehingga setiap siswa dalam tim mempunyai nomor berbeda-beda, sesuai dengan jumlah siswa di dalam kelompok. Kelompok yang dibentuk merupakan percampuran yang ditinjau dari latar belakang sosial, ras, suku, jenis kelamin dan kemampuan belajar. Selain itu, dalam pembentukan kelompok digunakan nilai tes awal pre-test sebagai dasar dalam menentukan masing-masing kelompok. Tiap kelompok harus memiliki buku paket atau buku panduan Dalam pembentukan kelompok, tiap kelompok harus memiliki buku paket atau buku panduan agar memudahkan siswa dalam menyelesaikan LKS atau masalah yang diberikan oleh guru. Diskusi masalah Dalam kerja kelompok, guru membagikan LKS kepada setiap siswa sebagai bahan yang akan dipelajari. Dalam kerja kelompok setiap siswa berpikir bersama untuk menggambarkan dan meyakinkan bahwa tiap orang mengetahui jawaban dari pertanyaan yang telah ada dalam LKS atau pertanyaan yang telah diberikan oleh guru. Pertanyaan dapat bervariasi, dari yang bersifat spesifik sampai yang bersifat umum. Memanggil nomor anggota atau pemberian jawaban Dalam tahap ini, guru menyebut satu nomor dan para siswa dari tiap kelompok dengan nomor yang sama mengangkat tangan dan menyiapkan jawaban kepada siswa di kelas. Memberi kesimpulan Guru bersama siswa menyimpulkan jawaban akhir dari semua pertanyaan yang berhubungan dengan materi yang disajikan. Rasa harga diri menjadi lebih tinggi Memperbaiki kehadiran

Penerimaan terhadap individu menjadi lebih besar Perilaku mengganggu menjadi lebih kecil Konflik antara pribadi berkurang Meningkatkan kebaikan budi, kepekaan dan toleransi Hasil belajar lebih tinggi 2. Kelebihan model pembelajaran NHT Dengan melihat sintaksnya saja, Anda pasti dapat mengira-ngira apa saja kelebihan dari model ini, sebagaimana dijelaskan oleh Hill!

Chapter 3 : Numbered Heads Together by james warren on Prezi

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The Comparison of Cooperative Learning Models of Number Head Together (NHT).*

Teacher questioning during whole-group instruction is a key method that instructors use to monitor student understanding of content. Ideally, instructors should use a mix of closed-response queries i. Students should also be given sufficient wait-time to formulate an adequate answer, and the teacher should provide targeted performance feedback Maheady et al. Numbered Heads Together is an instructional technique built upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding Maheady et al. During whole-group instruction, Numbered Heads Together is implemented using the following steps: The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. If a team has only 3 members, one student takes two numbers: The teacher poses separate queries to the class. After each question, the instructor tells students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer. The teacher gives students 30 seconds to discuss an answer in their groups. The teacher randomly selects a number from and says, "All number [1, 2, 3, or 4] students who know the answer, raise your hand. The teacher next says, "How many [1, 2, 3, or 4] students think that that answer is correct? Finally, the instructor gives feedback about the answer, e. Teachers may wish to create standing groups for Numbered Heads Together to allow for more rapid transition into student teams. Also, the instructor might post a checklist that reminds students of appropriate NHT behaviors and briefly review that checklist as a pre-correction strategy prior to moving into the NHT activity. Examining the effectiveness of numbered heads together for students with emotional and behavioral disorders. *Beyond Behavior*, 22 3 , The effects of numbered heads together with and without an incentive package on the science test performance of a diverse group of sixth graders. *Journal of Behavioral Education*, 15 1 ,

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If one group has an extra student, let two students share a number and answer together if their number is called. Feel free to switch up your number anytime - if the 2s in your first two groups have already thoroughly answered the first question, switch it up to the 4s to address the next item.

Students are placed in groups and each person is given a number from one to the maximum number in each group. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.

Numbering In this phase the teacher divide the student into some groups consist of 3 to 5 person and each member of groups given number from 1 to 5 b. **Heads Together** The students put their head together to decide one appropriate answer making sure that every group member know the agreed upon answer. **Answering the Question** The teacher calls a number at random and only student with the number respond to the question 3. **Positive interdependence** The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question. **Individual accountability** Students are accountable to each other for sharing ideas. Every student must be able to give the group response to the question. **Equal participation** Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen. **Simultaneous interaction** High degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening 5. **Multilevel** This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given. The smart student will tend to dominate so that it can make the weak students have interior and passive attitude. The discussion process can go smoothly if there are students just simply copy the work of smart students without having an adequate understanding. If there are homogenous group so it will be unfair for the group contained of weak students. Likelihood that number is called, called again by the teacher, means that not all members of the group called by the teacher. **Reading Comprehension** questions can be posed to groups, and students can work together to find the answers. For example, when reading a story, students can be given the task of analyzing one of the characters. **Writing** Students can evaluate the quality of a piece of writing using a rubric. Have students review the writing as a group and assign scores as a group. Ask them to respond with their scores and rationale using the numbered heads together strategy. **Math** Numbered heads together can be used when solving math problems. **Social Studies** NHT can be used after reading a chapter in a text, or after material has been presented. Ask clarifying questions about the text and have students find and discuss the answers. When groups are ready, review the answers using this strategy. **Science** NHT can be used in preparation for a test or quiz. Allow time for students to study together in their groups and perhaps create questions that might be on the test or quiz. Using the numbered heads together strategy, ask questions about the material that will be on the test or quiz. The instructor poses a question, usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The instructor calls a specific number and the team members originally designated that number during the count off respond as group spokespersons. Because no one knows which number the teacher will call, all team members have a vested interest in understanding the appropriate response. Again, students benefit from the verbalization, and the peer coaching helps both the high and the low achievers. Class time is usually better spent because less time is wasted on inappropriate responses and because all students become actively involved with the material

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Chapter 6 : Model Pembelajaran: Numbered Head Together (NHT)

meningkatkan kemandirian belajar matematika melalui model number head together pada siswa smp swasta imelda Article (PDF Available) in Mathematics Education Research Journal 01(Jurnal) -

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Number Heads Together (NHT), create a lesson plan, create a worksheet students, making the observation sheet to see how the atmosphere of learning in the classroom, prepare a medium of learning in order to help students.