



## THE USE OF NUMBER HEAD TOGETHER IN TEACHING SPEAKING AT SMPN 3 POSO

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### Info Artikel

#### Sejarah Artikel:

Diterima: 22/07/2022

Direvisi : 01/08/2022

Disetujui: 02/08/2022

#### Keywords:

Numbered Head Together, Teaching speaking

#### Kata Kunci:

Numbered Head Together, Pembelajaran berbicara

**Abstract.** Cooperative learning with Numbered Head Together strategy is interest because the teacher can control the group also each member of group. The objective of this study is to find out the implementation of cooperative learning with Numbered Head Together strategy in teaching speaking at Grade VII of SMPN 3 Poso. The type of the research was a qualitative research. The finding of research obtained that the implementation of numbered head together strategy itself: first, teacher explained the material to the students. Second, teacher divided the students in to groups and gave serial number of groups. Third, students sat with the member of group and discussed and answered the task or questions. Fourth, the English teacher called one number from each group to answer or to do the task in front of the class, and the last, the other member gave support to their friends who answered or did the task. Students highest score was 93,3 and the lowest scored was 53,3. Most of the student score category was good.

**Abstrak.** Pembelajaran kooperatif dengan strategi *Numbered Head Together* menarik karena guru dapat mengontrol kelompok juga setiap anggota kelompok. Tujuan penelitian ini adalah untuk mengetahui penerapan pembelajaran kooperatif dengan strategi *Numbered Head Together* dalam pembelajaran berbicara di kelas VII SMPN 3 Poso. Jenis penelitian ini adalah penelitian kualitatif. Temuan penelitian diperoleh bahwa penerapan strategi *Numbered head together* itu sendiri: pertama, guru menjelaskan materi kepada siswa. Kedua, guru membagi siswa menjadi beberapa kelompok dan memberikan nomor urut kelompok. Ketiga, siswa duduk bersama anggota kelompok dan berdiskusi serta menjawab tugas atau pertanyaan. Keempat, guru bahasa Inggris memanggil salah satu nomor dari masing-masing kelompok untuk menjawab atau mengerjakan tugas di depan kelas, dan yang terakhir, anggota yang lain memberikan dukungan kepada temannya yang menjawab atau mengerjakan tugas tersebut. Nilai tertinggi siswa adalah 93,3 dan nilai terendah adalah 53,3. Sebagian besar siswa berkategori baik.

**How to Cite:** Patau, S. A. (2022). THE USE OF NUMBER HEAD TOGETHER IN TEACHING SPEAKING AT SMPN 3 POSO. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(3), 321-330. <https://doi.org/10.37478/jpm.v3i3.1940>

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## INTRODUCTION

Speaking become the most important things that should be mastered well by all the people in the world. It is used as a tool for communicating by every people. In the learning program, it is considered as the most important skill in learning English because by speaking, the students are able to do the communication to every people around the world (Ying et al., 2021; Bawanti & Arifani, 2021).

Most of the students in Junior High School still have difficult in speaking although they have learn English since in the elementary school (Sari et al., 2020; Amelia, 2021). There are some problems that are faced by the students in speaking, such as most of the students remain to keep silent when teaching learning process because they are difficult to express their ideas in their minds in English. When the teacher asks them about the material, most of them cannot answer it because they do not know what they want to say in English. Moreover, when teacher asks them to speak English in in the classroom, there are no of them who want to do it because they felt shy and nervous when speaking. They also felt afraid to speak because the afraid if they made a mistake, their friends will laugh at them.

To solve these problem above, the teacher should do any effort to be able to make the students can speak well such as by allow them to practice to speak everyday. There are many effective techniques or strategies that can be used by the teacher in teaching speaking, such as, think pair share, round robin, or numbered head together and etc. But in this research, the researcher wants to use number head together in teaching speaking to be able to get the best result so that the students can speak English well.

Cooperative learning with numbered head together strategy is interest because the teacher can control the group also each member of group. Number head together is group with 4-6 members that learn cooperative but each member has serial number to make easy for the teacher to control the students one by one (Rahman & Kencana, 2020). Cooperative learning is one of method

used by the teacher in teaching and learning process in this case in English class. It is the method that use work group in pairs or more than two persons. The group works together to reach the purpose of the study that help one to another in group.

Cooperative learning is effective in improving students' skill or ability that students interest to achieve. The cooperative learning is formed by two or four students in group. In the group they will study together and support one to another. When they are in group the students with low ability is helped by the students with good ability. In this study the researcher purpose to improving students speaking ability.

Students in group has different ability in speaking ability. The different become is not the problem in cooperative learning but this method is effective in helping students with different ability to achieve the good ability in speaking skill because they will study together to achieve the same purpose of the study.

Cooperative learning results is higher achievement levels for all students, not just those top few who would also be successful in competitive settings (Suarjana & Fathimah, 2021). Naturally enough, cooperative learning helps students develop better interpersonal skills (Afriyenti & Misra, 2019).

Numbered Heads Together (NHT) first introduced by Spencer Kagan et al (1993) Numbered Head Together is a cooperative learning strategy that holds each students accountable for learning the material (Anggraini, 2018; Afwa et al., 2018). Numbered Heads Together is a learning model that is more forward to the activities of students in searching, processing, and report from various sources that eventually presented to the class (Ilahi et al., 2020; Widyaningrum, 2021; Yusniati, 2022).

The purpose of Numbered head together is processing information, communication, developing thinking, review of material, checking prior knowledge. The principles can be seen in the cooperative learning strategy Numbered Heads Together Kagan et al. (1992) that can be used, for



example, in an ESL/EFL speaking class. There are four steps in doing Numbered Heads Together:

- 1) Each students in a group four gets a number : 1, 2, 3, or 4.
- 2) The teacher or a student asks a question based on the topic of teaching speaking
- 3) Students in each group put their heads together to come up with an answer. They should also be ready to supply support for their answer(s) from the book or from other material.
- 4) The teacher calls a number from 1 to 4, the person with the number gives and explains their group's answer.

(Astuti & Barratt, 2021).

Numbered Head Together Strategy can be used to improve both the students' speaking ability and the students' participation in the teaching learning process. Therefore, it is suggested to the English teacher implement it as an alternative strategy in their English class particularly in the speaking activities. For other researchers, it is suggested that they conduct Numbered Head Together Strategy in other school levels and for other language skills such as listening and writing and use the results of this study as a reference (Videlis TE, 2011).

The model of Numbered Head Together Strategy includes the following activities: 1) the lesson is explained briefly, 2) students are grouped in each member and is given a different number. Each group is given the same set of questions. Each group member is responsible to answer question(s) whose number is the same as their number. All members answer the questions they are responsible for. They are assigned to discuss their answers with their teammates in order to find the most accurate answer. When the group discussion is over, a number is called. All members in every group whose numbers are the same as the called number raise their hands. One of the students is asked to present and to answer the question. The other students who have the same number as the presenting students were encouraged to give response

towards the presented students' answer, and the answers are concluded. (Kagan, 1994)

This present research will Implement Numbered Head Together Strategy for teaching speaking involved the following steps: The first phase was pre-activities; (1) introducing others. (2) asking the students to predict what the topic will be discussed, (3) asking the students to mention words that might be used in speaking and asked the students to write the words on the board.

The second phase was whilst-activities; (1) asking the students to speak about giving direction, (2) asking the students to make groups of four and giving a number, (3) showing the situation cards to the students and discussion, (4) explaining the meaning of each situation card, (5) giving time to students for asking something that they still don't understand. (6) asking the students to answer questions orally about the situation they still receive, (7) asking the groups to discuss of some questions and encouraging the students to help each other, monitoring and providing assistance if necessary, (8) asking the groups to report their answer.

The third phase was post activities, (1) rechecking the students' answers, (2) writing down the answer on the paper, and (3) making conclusions of the topic and closing the class.

## METHODS

The type of the present research was a qualitative research. The location of the research was SMP Negeri 3 Poso. The source of the data for the research was the learner of Class VII in SMPN 3 Poso. The instrument of data collection is observation, test and documentation. The data analyzed qualitatively. The researcher describe the data based on the result of observation, test and documentation.

## RESULTS AND DISCUSSION

The English teacher provides some teaching preparation before she comes to the class to teach English for her students. She designed lesson plans and provided the material to teach and learning process. The teacher designed the lesson plans based on the syllabus of learning. The English teacher



designed the learning activity by employing three-phase techniques; they are pre-activity, while activity, and post activity. The elaboration of every meeting is presented as follows:

1) The first meeting

The implementation of Numbered Head Together at first meeting was carried out on January 22<sup>nd</sup>, 2022 in the class VII at SMP Negeri 3 Poso. The class started at 10 a.m up to 11.30 a.m. The teacher was in front of the class and the researcher as the observer sat on a chair at the back position. This meeting consisted of three steps of activities; Pre-activity, While-activity and Post-activity. The topic of the first meeting was about expression of greetings.

a) Pre- activity

The teacher started the material by greeted the students and checked their attendance. The total of students were 25 but in this first meeting there were 2 students did not come, only 23 students came. The teacher explained to the students about the objectives which were to understand the expression of greetings. The students were given the material and the teacher asked them about the topic about to raise their interest and to motivate them.

b) While-activities

In while activities the teacher followed the steps of numbered head together strategy in teaching and learning process. The first phase the teacher arranged the students into groups. Every group consisted of 4-5 students. There were 5 groups on the first meeting. The teacher introducing the member of each group the teacher gave the serial number of every member in group. The teacher asked them joined with their group and sit together in group. Some of the students were not comfortable with their group, but the teacher asked them to cooperate with other member of the group.

The teacher gave some opening questions about the topic they were studying at the time. The teacher use mix language to make students more understand about the question. The purpose of the question used to

make the students predicted the topic easily. The topic was about Expression of Greeting.

The teacher gave some question related to the topic they were going to learn. The students eagerly answer the question, the students gave different answer. Most of the students could answer the teacher question. The teacher accepted all of the students' answer.

The second phase; the teacher explained the topic would be discussed about the expression of "Greeting". Then the teacher gave a dialog script to every group. Before the students read the dialog, the teacher explained new word of the dialog. The teacher read the dialog loudly and asked the student to repeat after the teacher. The teacher did it for 3 times. The teacher gave the group incomplete dialog and asked the group to complete the dialog. The teacher gave fifteen minutes of "Head Together" to complete the dialog.

The third phase; the students put their head together to help each other in completing the dialog and ensure that every group member know the answer. The meaning of put head together is the member of the group are work together in did the exercise. The students in the group have to active and have an effort to get the answer.

The fourth phase; the teacher calls a member at random and only student with the member respond to the teacher questions, related to the dialog.

Then the teacher gave the students next exercise. The incomplete short dialog about how to greeting someone.

The first exercise, fill in the blanks, were done good by the groups. All members of groups were able to answer their part, but some of member were not confidents to answer the question with good pronunciation. When the students difficult to pronounce the word the teacher pronounce it and asked them to repeat it. The second exercise, completed the dialog with the related expression. The groups also did the exercise together. In this exercise they did it correctly. The last activity the teacher asked the students in each group to perform the dialog in front of the class.



When the students followed the class in groups, the researcher observed their group, below the performance of groups in while activity.

#### Group 1

The members of this group doing cooperative learning, the discuss about the questions, they answer with their self-understood about the material and when the teacher call one member from this group to answer the question the other member gave support to their friend by answered the exercise together.

#### Group 2

The member of this group less doing cooperative learning with the member of group, sometimes they do the question with individual but they also do it together. When their friends answered the question and performed in front of the class, the other member gave support to their friend.

#### Group 3

The members of this group doing cooperative learning, they answer the question with discuss and try to find the answer together. The also gave support to their friends who answered and performed in front of the class.

#### Group 4

The members of this group doing the task with individual, they do not doing cooperative learning, the students answered the question without discuss with other member, but when one of them called by the teacher to answer the question some of the member were not support to him.

#### Group 5

The member of this group is so active, they do cooperative learning, and the smart students help the low students. This group has a good teamwork. They gave support to their friend who called by the teacher to answered the question and perform a dialog in front of the class.

#### c) Post activities

The teacher asked the students to conclude the material, about the express of greetings.

The teacher then asked the students about the material. What did they think about it, whether it was difficult of easy for them. the students responded to the teacher's questions, and that the exercise was difficult or not for them but many of them assumed it was easy. The researcher said to the students to memorize the new words and to learn more about how to speaking with good pronunciation confidently.

#### 2) The second meeting.

The second meeting was on Tuesday, September 23<sup>rd</sup> 2014, at 9 a.m. along with the first meeting, it was also held in VII class of SMP Negeri 3 Poso. The students consist of 25 students but only 23 students who attended the class. The topic at the second meeting was Expression of introduce oneself and others. As the first meeting the teacher was in front of the class and the researcher as the observer sat on the back of the class. The teacher used Numbered Head Together to teaching speaking. The meeting consist of three phase as the first meeting, they are pre-activity, while-activity and post-activity.

#### a) Pre-activity

The teacher greeted the students and checked their attendance, The teacher asked some question about the students attendance, because there three students were absent. Then she explained the instructional objective to be achieved after following the English class especially when they focus in speaking skill.

#### b) While-activity

In while activities the teacher followed the steps of numbered head together strategy in teaching and learning process. The first phase the teacher arranged the students into groups. Every group consisted of 4-5 students. There were 5 groups on the second meeting. The teacher introducing the member of each group the teacher gave the serial number of every member in group. The teacher asked them joined with their group and sit together in group. Some of the students were not comfortable with their group, but the teacher asked them to cooperate with other member of the group.



The researcher explained the material it about the expression of Introduce one self and others. The teacher informed the grammatical structure used in the material they are; personal pronoun, to be and how to arrange the words become a sentence in simple present tense. The teacher explained the expression of introduce one self and others in a dialog. The teacher read the dialog two times and asked the students to repeat it. To introduce oneself or others the students also mastery in spelling alphabet, so the teacher ensure the students know to spell the alphabet in English. The teacher lead the students to spell their name one by one.

The second phase was the teacher give an exercise to student. The exercise is fill in the blanks to completed the dialog about how to introduce one self. They did the exercise in groups. After they did the exercise the teacher call one by one the member of each group to answer the question loudly. All of the group can answer the question well. There is no mistake.

The third phase then the teacher also gave the opportunity in answering the questions to complete the dialog in groups.

The fourth phase; the teacher also gave the chance to the member of group to answer the question by call a number of group. The second exercise about the expression of introduce the others. The teacher re-explained for the part look difficult to answer. Most of the question was answered correctly. The teacher challenged them to read and translated the dialog again-again and when the students understood the material and know the meaning of the material the teacher asked the students to performance the dialog, by make a conversation.

For the second meeting the researcher also observed the group in class when they follow the activity in class. The groups observation is explained bellow:

#### Group 1

The member of this group are active in their group because they needed do cooperative, they heard the dialogue carefully

and discuss about the dialogue to answer the questions.

#### Group 2

The member of this group do cooperative in this material, they complete to each other about the dialogue who read by the teacher that they heard and try to answer the questions, they divide task to answer it.

#### Group 3

The member of this group do cooperative too. They heard carefully the dialogue who read by the teacher. They discuss the dialogue and answer the questions.

#### Group 4

The member of this group are a good teamwork, they cooperative to each other. They told about the dialogue who have they wrote based on they heard. They discuss about dialog and answer the questions.

#### Group 5

The member of this group do cooperative learning, they focus to heard the dialogue who teacher read and discuss about the dialog who they heard and wrote to answer the questions.

#### Group 6

The member of this group do cooperative too. They heard carefully the dialogue who read by the teacher. They discuss the dialogue and answer the questions.

#### c) Post activities

The teacher then asked the students to conclude the material by mentioning the new words with their meaning and conclude the grammar focus which was about the usage of simple present tense. The teacher also asked whether the material was difficult of easy for them to understand. Most of the students responded to the teacher and said the material was not easy nor difficult for them, but in the medium level.

After being taught English especially for speaking skill by using Numbered Head Together strategy in two meetings, the students had to do a test at the third meeting. The test material was about the material from



the two meetings. The students had to remember the new word and the expression in every material so they could use it in test. The kind of test is performance test. The test was used to see whether the students could use the vocabulary and the expression correctly in the dialog. The instructional of the test was each group make a short dialog about “expression of greeting and introduces oneself or other”. The dialog was performed in front of the class and scoring by the teacher. The teacher was scoring the students by followed the scoring system in the lesson plan.

**Table 1.** Students Score in Speaking

Studen Code	Component of Speaking			Total Score	Final Score	Category
	F	A	C			
s1	3	3	3	9	60.0	Fair
s2	4	4	3	11	73.3	Good
s3	3	4	3	10	66.7	Good
s4	3	4	3	10	66.7	Good
s5	4	5	4	13	86.7	Very good
s6	4	2	3	9	60.0	Fair
s7	4	5	5	14	93.3	Very good
s8	3	4	3	10	66.7	Good
s9	3	4	4	11	73.3	Good
s10	3	3	4	10	66.7	Good
s11	3	3	3	9	60.0	Fair
s12	3	4	5	12	80.0	Good
s13	2	3	4	9	60.0	Fair
s14	3	3	5	11	73.3	Good
s15	3	3	5	11	73.3	Good
s16	3	5	4	12	80.0	Good
s17	3	4	4	11	73.3	Good
s18	3	3	4	10	66.7	Good
s19	3	3	2	8	53.3	Poor
s20	2	4	4	10	66.7	Very good
s21	4	3	3	10	66.7	Very good
s22	3	4	2	9	60.0	Fair
s23	3	3	3	9	60.0	Fair
s24	0	0	0	0	0.0	-
s25	0	0	0	0	0.0	-
Total	72	83	83		1586.7	

From the table above, it show students' high score was 93,3 and the lowest score was 53,3 There was 1 student got highest score, and there was 1 students got lowest score. It means that the interval of students' score was 53,3 to 93,3.

Furthermore based on the table above, 4 students' category was very good, 12 students' category was good, 6 students' category was fair and there was 1 students' category was poor. It means that most of student category was good.

Based on the explanation on the findings about the use of Numbered Heads Together strategy in teaching speaking in class VII SMP Negeri 3 Poso as follow:

The first, the teacher motivate the students and explained the material. After teacher finished explaining the material, teacher divides the students into several groups with the different background of the students and gave serial number to member of group.

Second, the students sit with their group and prepare their self to cooperate with their friends because they need it in learning Speaking in classroom.

Third, teacher gave them tasks based on the material that has been taught before then students in their group discuss, teach each other again to the other students about the material indirectly, make the all of member of group understand about the material and try to find the answered of the task.

The last, teacher called one number from group answer the questions. In material expression of ask and gave opinion, teacher gave opportunity for the group to perform the dialog in front of the class. That is do again until finish.

Base on the two times the researcher observation, she can explain if in the first observation, entire groups were enthusiasm when answer the question and perform a dialog in front of the class, they give support to friend but on group do the question with themselves. In the second observation the students more active and learn together with other member because the teacher give them expression materials and the students must doing a conversation in front of class without they know who their partner to do the conversation.

Numbered Head Together (NHT) need cooperative from the students; the must become a good teamwork and must cooperative with the other member on their groups. The students in class VII at SMP Negeri 3 Poso had do it to learn Speaking, they fun and enthusiasm learn speaking use



numbered head together. The students are active in class and especially in their groups.

Students' interactive was good in their groups. Some of them taught each other again to other friends about the material so that all of the members of group understood with the material and able to answer the question or to do appropriate the task of the students. They did cooperative to each other, divided task in their member of groups to finish the task or question from teacher but sometimes have one or two groups less do cooperative to each other of member of group.

Even though the teaching method was used in this research was numbered head together but the teacher also combined with grammar translation method in teaching and learning process, because the teacher translated the dialog or the material used to make it easy understand by the students.

The student in this process of learning and teaching followed the rule made by the teacher. The students sat in group, students helped each other in group, students prepared them self so when the teacher call their number they ready to answer. The teacher called a specific number to respond as spokesperson to the group. By having students work together in a group, this strategy ensured that each member knew 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. All members showed the good cooperative in group.

From their test at the last meeting the students achieved good performance, most of the students' individual score categorized good. It means that there is positive influence of group in teaching speaking. The students in groups help each other to do the exercise and they didn't feel shame in performing the dialog in front of the class.

The implementation of Number Head Together in speaking class needs more variation. The commonly application of NHT by the teacher were divided the group, give the serial number and use head together to discuss the using of NHT in teaching speaking and waiting the teacher to call the students

number to answer the questions from the teacher. The application of NHT in class VII SMP Negeri 3 was success. It found by student performance in speaking English was good or there was none students was bad.

The numbered head together helped the teacher in activate the students and enable their performance in speaking. The numbered head together made the class was controlled because the students sat in groups and help each other to do the exercise. The researcher concluded that numbered head together were good for senior high school students especially in SMP Negeri 3 Poso.

Student was got vary score in their evaluation test. The difference of their score based on their performance. The student show good cooperative during the process of teaching and learning. The students were easy to control because the teacher keep watching them in groups. The Numbered Head Together made the class fun and enjoyable.

## CONCLUSIONS AND SUGGESTIONS

Based on the result of the research in teaching and learning process of class VII at SMP Negeri 3 Poso, the implementation of Numbered head together strategy itself: first, teacher explained the material to the students. Second, teacher divided the students in to groups and gave serial number of groups. Third, students sat with the member of group and discussed and answered the task or questions. Fourth, the English teacher called one number from each group to answer or to do the task in front of the class, and the last, the other member gave support to their friends who answered or did the task.

From the test showed that the students reached good achievement. Students highest score was 93,3 and the lowest scored was 53,3. Most of the student score category was good. Even there were students were in poor category, but it can concluded the students reached successful in learning speaking skill especially after the teacher apply Numbered Head Together in teaching speaking.

The flow of the teaching and learning process using CTL method is done by follow the principle of CTL method. They are (1) constructivism, (2) inquiry, (3) questionng, (4)





learning community,(5) Modeling, (6) Reflection, (7) authentic assessment. The result of test get the mean score 74. The level of score is effective.

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