THE EFFECT OF NUMBERED HEAD TOGETHER ON ENGLISH WRITING DESCRIPTIVE PARAGRAPH

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ABSTRACT

Penelitian ini menjelaskan dan menyimpulkan bahwa eksistensi pengajaran menulis bagi siswa SMP dengan menggunakan Numbered Head Together (NHT). Menurut beberapa ahli, belajar secara berkelompok (*Numbered Head Together*) juga menawarkan outcome yang berbeda ditilik dari kemampuan awal yang dimiliki siswa. Tujuan penelitian ini adalah untuk mengetahui pengaruh strategi Numbered Head Together dan kemampuan menulis Bahasa Inggris. Penelitian ini menggunakan metode eksperimen yang dilakukan di SMP Nurul Falah Pekanbaru, Riau dengan sampel sebanyak 60 siswa pada siswa kelas dua SMP Nurul Falah Pekanbaru. Hasil penelitian ini adalah; (ada siknifikan efek penggunaan strategy Numbered Head Together siswa terhadap kemampuan menulis bahasa Inggris siswa pada siswa kelas 2 SMP Nurul Falah Pekanbaru Riau. Yang mana dibuktikan bahwa jika, t obsevasi besar dari t table maka adanya efek dari strategi tersebut. Untuk hasil didapatkan nilai dari t observasi adalah 7,31 dan t tablenya 2.000 maka dapat disimpulkan bahwa jika (7,13 > 2.000) maka adanya effect dari penggunaan strategi Numbered Head Together pada Kemampuan menulis bahasa inggris siswa kelas 2 SMP nurul falah Pekanbaru.

Keywords: *Numbered Head Together, English writing, descriptive text*

INTRODUCTION

Nowadays English become more important in many fields, particularly in transferring science, technology, trades, politics, etc. it used not only by native speakers but also by non-native speakers to communicate each other.

Dawson (1974:36) quoted by Evi Suharjo (2008:05) said that language could be divided into for forms of language skills. These include listening, reading, speaking and writing. Listening involves attentive, accurate mean and interpretation of what is heard. Reading involves both silent an oral reading. Speaking involves selection and organization of ideas, and the ability to communicate these ideas orally. And writing involves the way to express the ideas that come from mind in the writing form.

Among the four from of language skills, it seems that the writing is quite difficult to master. Because there are many aspects to be considered in writing such as, choice of words, grammar, punctuation, spelling, coherence and still many others. Those should be integrated to produce meaningful and good coherence writing. In writing we can lean many kind of the text, but in reality the students always get problem on descriptive type.

Descriptive writing is one type of texts which must be applied in ladder of

SMP which written in the Curriculum Based Competence 2004 (KBK 2004). The understanding of descriptive writing is that writing that uses concrete and specific details those appeals to one or more of the reader's five senses. Writing as a language production is considered a difficult subject for students. Usually, students have many ideas and experience but they cannot explain or describe into the written form.

Many ways have been used by the teacher in teaching writing especially in descriptive composition. However sometimes he/she does not much attention to the students' interest in and purpose of writing. Sometimes students write only for assignment purpose not for communicative purposes. This indicates that students are not interest in their writing. One type of writing that sometimes makes the Students difficult to compose the topic is descriptive writing.

Allami and Salman i- Nodoushan (2007) state: "Description is another type of writing. It is often suggested that description be presented after narration. Description is a little more troublesome for students because it is, in fact, the first step towards reasoning. In writing descriptive paragraphs the students need to think of the important details they want to put into their compositions. They should be informed as to which pieces of information are needed for their specific compositions.

This problem appeared at the students of SMP NURUL FALLAH PEKANABARU where the writing skill of the students was still low especially in writing descriptive. Some techniques and approaches have been employed in teaching writing, nevertheless it was still less to give interest to the students in teaching writing. This problem was found by the researcher when teaching at SMP NURUL FALLAH PEKANABARU through teaching practicum (PPL) for 3 months.

From in reality, the students' have problems in writing descriptive paragraph, even in building a short paragraph. The problems are: firstly, students still difficult to get introduction/ topic sentence. The students difficult to described accurate and complete information about topic sentence. Secondly, the problem of the students in writing descriptive paragraph is details/ examples, the students' still can't make clear and not well developed, and there are enough details to create vivid images in the reader's mind with the use of vivid/ sense language that creates a dominant impression. Thirdly, the problem of the students in writing paragraph is organization. In this problem, the students still difficult make clear structure in paragraph. Fourthly, the problem of the students in writing paragraph is style/ word choice. In this case, the students writing difficult to find smooth, skillful, and coherent paragraph, because the students still confuse about choice the word. Fifthly is , mechanics, the student not master in used spelling, grammar, capitalization, punctuation in their writing.

And the last, the teaching technique used by teacher becomes students' problem in class where teacher only explains the material of writing in the front of class. This method cannot help students to develop his/her writing achievement. Actually, the students feel bored if teaching and learning process is not conducted various techniques in teaching and learning English, teacher should be able to guide students in their learning in order to get achievement in learning English. The ability of teacher guide students is very necessary.

Based on the explanation problem above, the writer can try to find solution in teaching English, especially in teaching writing descriptive paragraph. One of the ways that can be applied to solve the problem is by Numbered head together technique. With Numbered head together technique the students' can understand the writing paragraph well, because by Numbered head together technique the students' can to think about what they are writing because they can ask with others friends. Then, the writer expects that by Numbered head together technique, the problem can be solved and the learning process can more effective and efficient.

Numbered head together is unique models of teaching, because it uses a different task and reward structure to promote students learning. The task structure requires students to work together in small groups. The reward structure recognizes collective as well as individual effort. Numbered head together models grow out of an educational tradition emphasizing democratic

Through and practice, active learning, cooperative behavior, and respect for diversity in multicultural societies. Numbered head together model aims instructional effects beyond academic learning. Specially, promoting inter group acceptance and social and group skills. According Laura Candle and Kangan (1992:8) quoted by Sagimin (2004:6) Stated "Numbered head together is a group of learning activity organized so that learning is dependent or the social structural exchange of information between learners in groups and which each learners is held accountable for his own learning and is motivated to increases the learning others".

For additional information, Livia Savova and Richard Ponanto quoted by Vivi (2005;15) point out" the feeling of positively contributing to the successful achievement of task, typical for Numbered head together increase students motivation learning English".

Numbered head together is becoming increasingly popular since it does not only promote higher achievement and increase self-esteem but also improves student ability. Students of cooperative learning classes tend to like the class and subject more. Being made to work with others of different ethnicity and culture allows for more interaction and Cooperation.

Based on the concepts above, the purpose of Numbered head together is one of the ways to make the students doing activities in collaborative form or make students work together to improve their English writing ability. Finally, from the explanation above, the writer is very interested toconducted and to offer a bit solution related to the ability writing descriptive paragraph through the application of numbered head together in SMP NURUL FALAH PEKANBARU. This research entitle: "the effect of cooperative learning toward English writing descriptive paragraph at the second year of SMP NURUL FALLAH PEKANBARU"

METHOD

This Research is classifies experimental design that is quantitative research. According to Hatch and Farhady (1982:24) the experimental method is a method of research that can truly test hypothesis concerning with cause and effect relationship in the experimental research. There are two variables in this research, Numbered head together as independent and English writing descriptive paragraph at the second year SMP NURUL FALLAH PEKANBARU as dependent variable.

In this research there are two groups that will become samples. They are experimental group and control group. The experimental group is taught by using numbered head together technique and control group taught without by using numbered head together technique. In experimental group the writer provide pretest, treatment by using numbered head together in teaching and learning process, and posttest.

Sub Design

No	Group	Pre-Test	Treatment	Post-test
1	E	Y1	X	Y2
2	C	Y1	-	Y2

Where:
E: Experimental group
C   : Control group
X   : Treatment is teaching by using NHT cooperative learning type
-     : Without numbered head together
Y1   : The pre-test for both classes
Y2   : The post-test for both classes

The Procedure of Research involved the following steps:
1. Pre-Test
The pre test administer at the first meeting the following procedures.
a. The writer explained what the students are going to do and distribute the writing test for two class, which to know the students' ability in writing descriptive paragraph before treatment.
b. The writer gave score to the students result test.
2. Treatment
After giving a pre-test, the writer treated each group.

The writer gave the treatment for four times, each meeting times for 90 minutes. The experimental group was teaching by using numbered head together in writing descriptive paragraph while the control group by conventional method. Both groups were treated with some topic. Namely animals, transportations, My family, sport.

The Procedure of Experimental Group
Pre-Teaching

- The teacher greeted the students
- The teacher checked the students attendance list
- The teacher asked about home work or last material
- The teacher did brainstorming that guides to the topic would be discussed.

Whilst Teaching (doing treatment)

- Numbered
  The writer made groups for the students. The groups consist of maximal 6 persons, but fem persons are better and have homogeneous students. Each member in the group have number which to make the writer easy to remain person in the group.
- Raising question
  The writer asked the students how to write descriptive paragraph. After that, the writer gave material about how to write descriptive paragraph to the students. Next, the writer asked the student to write descriptive paragraph like as the material have explained by the writer.
- Think together "(exercise and discussion)"
  The students doing the exercise like as the writer said. Every student can ask for other friend in the group if her/his get something trouble, but every student has individual responsibility. They do not depend on theirs friends in a group. It member have

responsibility for score in their group.

- Answer
  The writer asked the students one by one to answer to question and write the exercise in the front class room.
  Post-Teaching
- Giving the Conclusion
  The writer giving the conclusion of the meeting how the way good writing descriptive paragraph.
- Giving Reward
  The writer gave reward for the best students and the best group which can writing descriptive paragraph.

The research Procedure for Control Group

1. The teacher explained the material about English writing to the students
2. The students did exercise that the teacher gave
3. The teacher asked the students about material and the students answer the question from the teacher
4. Discussion the students answer
5. The students asked the teacher if they have problems.

3. Post-Test
   At the last meeting, the writer gave post test to the students. The post-test was given in experimental group same with question pre-test administered.
   To score the students performance in writing the

paragraph, there are some criteria that should be considered as the indicator use in this research. The writer uses some criteria to score the ability of the students in writing a paragraph. They are Introduction/Topic Sentence, Details/Examples, Organization, Styles: sentence flow: word choice, Mechanics.

Table.3.2 The Descriptive Paragraph scoring rubric

Aspect	Range	Criteria
Introductio n / topic sentences	**4**	Very well developed introduction/topic sentence. It engages the reader and creates interest. Contains accurate and complete information regarding the topic to be described.
	3	Introduction/topic sentence creates interest and is fairly well developed. But while it contains accurate and complete information regarding the topic being described, it is not very engaging.
	2	Introduction/topic sentence introduces the topic, but it either does not give accurate and complete information, or it lacks detail and creativity.
	1	The introduction/topic sentence does not introduce the topic, or it may not be a complete sentence.
Details/ Examples	**4**	Details/examples in the paragraph are clear and well developed, and there are enough details to create vivid images in the reader's mind with the use of vivid/ sense language that creates a dominant impression.
	3	Details/examples are clear and presented from general to specific, but they are not well developed. Vivid/sense language is not used as effectively as it could be used to create imagery for the reader.
	2	There are details/examples, but they are either unclear or not presented from general to specific. Vivid/sense language is not used effectively, or the details do not create a dominant impression in the paragraph.
3.6	**1**	Details/examples are either wrong or lacking. No vivid/sense language is used. There is no dominant impression created in the paragraph.
Organizati on	**4**	Logical progression of details with a clear structure that enhances the paragraph and provides a vivid description of the topic with appropriate and effective transitions.
	3	Logical progression of details. Transitions are present, but they do not enhance the overall

		effectiveness of the paragraph.
	2	Organization is clear. Some transitions are present, while others are either inappropriate or missing.
	1	No discernable organization. Transitions are not present. No sense language and no imagery.
Style	4	Writing is smooth, skillfull, and coherent. Sentences are strong and expressive with varied structure. Sense language is used to "show, not tell" the reader what is being described.
	3	Writing is clear and sentences have varied structure. Word choice is appropriate with fairly good use of sense language to create imagery.
	2	Writing is clear, but sentences may lack variety. While sense language is used, it is not very effective in creating imagery
	1	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. The word choice is inadequate
Mechanics	4	No errors in punctuation, spelling, grammar, or capitalization.
	3	A few minor errors in punctuation, spelling, grammar, or capitalization, but they do not detract from the overall meaning and effectiveness of the paragraph.
	2	A few errors in punctuation, grammar, spelling, and capitalization that. while distracting, the meaning and intent of the paragraph can still be discerned.
	1	Distracting and major errors in grammar, punctuation, spelling, and capitalization.

DISCUSSION

Based of the research question in this research which question is, Is there any significant effect of using numbered head together technique toward English writing descriptive paragraph at the Second Year Students' of SMP NURUL FALLAH PEKANBARU?"

For those question, the writer aswer it by two hyphoteses, The following hypotheses of the study are as follows:

1. The alternative hypothesis (Ha)

Hi: There is significant effect of using the numbered head together technique toward English writing descriptive paragraph at the Second Year Students' of SMP NURUL FALLAH PEKANBARU?"

2. The null hypothesis (Ho)

H_o: There is no significant effect of using the numbered head together technique toward English writing descriptive paragraph at the Second

Year Students' of SMP NURUL FALLAH PEKANBARU?"

The result of test after treatment or the post test of experimental and control group, they have different value. The experimental group higher increase than the control group. It can see the differences of the value of experimental group and control group as follow:

Table 4.8
The Pre test Score of Experimental Group and Control Group

	Experimental Group	Control Group
Score	264	244
Mean	8,8	8,1
Variance	1,41	1,36
Standard deviation	1,19	1,17

Table 9
The Post test Score of Experimental Group and Control Group

	Experimental Group	Control Group
Score	446	353
Mean	14,87	11,77
Variance	4,32	1,36
Standard deviation	2,08	1,17

Table 4.10
The Mean Increase of Experimental Group and Control Group

	Experimental Group	Control Group
Pre test Mean	8,8	8,1
Post test Mean	14,87	11,77
Mean Increase	6,07	3,67
Total Increase	68,98%	45,31%

We can see from the table 4.15, there was improvement from pre test to post test. It happened two both experimental group is (68,98) percent and the control group is (45,31) percent. It means that the first hypothesis is accepted, which it show that there is significant effect of Numbered Head Together strategy toward students writing skill at the second year students in SMP Nurul Falah Pekanbaru.

CONCLUSION

In this thesis, theorital practical hypothesis used by D.G. BROWN (1988:122) to know :

1.compare the observed statistic and critical value

Ho: r = 0

$H_1 : r > 0$

$H_2 : r < 0$

$\alpha < .01$

$r_{obs} = 7,13$

$r_{crit} = 2,000$

2.a. if the observed statistic is less than the critical value, it could be due to chance. Therefore, we accept the null hypothesis and stop.

b. if the observed statistic is greater than critical value, the probability is .01 (alpha level) that is due to chance. We can, therefore, rejectect the null hypothesis and continue.

And in this thesis found b that: Robs > rcrit (7,13 > 2,000), so rejected Ho.

1. Decide which alternative hypothesis is more logical.

Robs = 7,13 a positive value, so H_1: r > 0 is more logical.

2. Interpret the results in terms of the p level.

Ho is rejected at p <.01 and H_1 is accepted. So there is significant positive effect that $r_{obs} = 7.13$

Conclusion in this thesis, theris significant effect numbered head together to english writing descriptive paragraph on the second year at smp nurul falah PEKANBARU.

Suggestion

The writer like to provide some suggestion as the following:

 For the English Teachers

The english teachers should give more motivation to the students in learning english writing, and the teacher must give more attention to the numbered head together in every opportunity, because it is proved that it can give much improvment to the students' achievement. So they need to arrange the elements numbered head together, namely clear set of specific students' outcomes objective, clear and direction and intructions, heterogeneous, etc. And the teacher rearrange it design in term durability,conform, safety.

For the Next Researcher

The thesis writing is hopefully providing meaningfull reference for those who are interested in conducting a research in the same topic of discussion they conduct reseaarch and use the other cooperative learning such as focusing on numbered head together in deferent material.

For the Students

The students can apply numbered head together out of class in every class activity. Knowing that numbered head together gives the social benefit, changing stucture, and greater students achievement.

There, they can reap achievement succesfully, a complied in deferent subject, more practice, more beneficial, and profitable to combine knowledge and manpower of team in an interdiciplinary

For the Institution

SMP NURUL FALAH Pekanabaru will give better motivation to english teacher to use appropriate strategy in teaching engish. One of good technique is the numbered head together. Because numbered head together can increse the students to be active in teaching and learning english.The institution can ask the tacher to use numbered head together for all subjects, because it has some fife concepts for instance, positive interpedence, individual accountability, collaborative skill, processing group interaction , and heterogenous grouping.

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