

**THE USE OF NUMBERED HEAD TOGETHER TECHNIQUE TO
IMPROVE WRITING RECOUNT TEXT AT THE SECOND
YEAR STUDENTS OF JUNIOR HIGH SCHOOL 5
TAMBANG OF TAMBANG
DISTRICT OF KAMPAR
REGENCY**



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PEKANBARU
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A Thesis
Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd)



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Pekanbaru, January, 27, 2012

The researcher

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ABSTRACT

Indah Pratiwi (2011): “The Use of Numbered Head Together Technique to Improve Writing Recount Text at the Second Year Students of SMPN5 Tambang of Tambang District of Kampar Regency ”.

The main focus of this research is to find out the effectiveness of using Numbered Head Together to improve writing recount text at the second year students of junior high school 5 Tambang of Tambang district of Kampar regency or not.

The subject of this research is second year students of junior high school 5 Tambang of Tambang district of Kampar regency. The population of his research is 44 students. In this research writer only takes 22 students as samples as experiment class. Writer used cluster sampling to collect samples. Then, collecting data he writer use test. In analyzing data the writer use paired sample T-test in SPSS version 15 program.

Design of this research is pre-experimental research. After do experiment, analyzing and accounting of data by using SPSS version 15 program, the result of the test by using conventional method (pre- test) at the second year students of junior high school 5 Tambang of Tambang district of Kampar regency is categorized enough level. It can be seen mean of the score is 55.59. The result of test by using numbered head together at the second year students of junior high school 5 Tambang of Tambang district of Kampar regency is categorized good level. It can be seen mean of the test is 70.77. Then, the result of using numbered head together in writing recount text at the second year students 5 Tambang is significant although in level 1% (2.08) and in 5% (2.83), T-test is 7.429.

Consequently, the writer concludes that the null hypothesis is rejected (H_0), whereas the alternative hypothesis (H_a) is accepted. It means that there is a significant influence of using numbered head together to improve writing recount text at the second year students of SMPN 5 Tambang. In other words, numbered Head Together Technique is appropriate technique in teaching recount text at SMPN 5 Tambang.

ABSTRAK

Indah Pratiwi (2011) : “ Penggunaan dari Numbered Head Together untuk Meningkatkan Kemampuan Menulis Text Recount pada Siswa Kelas 2 di SMPN 5 Tambang Kecamatan Tambang Kabupaten Kampar.”

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada pengaruh yang significant dari penggunaan “numbered Head Together” pada keterampilan menulis recount pada siswa-siswa kelas 2 SMPN 5 tambang atau tidak.

Subjek dari penelitian ini adalah siswa-siswa kelas 2 SMPN 5 Tambang. Populasi dari penelitian ini berjumlah 44 siswa. Dalam penelitian ini, penulis hanya mengambil 22 siswa sebagai sample. Mereka dijadikan sebagai kelas eksperimen. Dalam pengambilan sample, penulis menggunakan cluster sampling. Dalam pengumpulan data, penulis menggunakan test. Kemudian, dalam penganalisaan data, penulis menggunakan T-test untuk sample yang berkorelasi dari program SPSS 15.

Design dari penelitian ini adalah pre-experimental research. Setelah melaksanakan penelitian, menganalisa dan menghitung data dengan menggunakan program SPSS 15, hasil dari siswa yang diajar dengan menggunakan metode konvensional pada siswa-siswa kelas 2 SMPN 5 Tambang dapat dikategorikan kedalam kategori cukup. Ini dapat dibuktikan dari mean skornya yaitu 55.59. Hasil dari siswa yang diajar dengan menggunakan numbered head together pada siswa-siswa kelas 2 SMPN 5 Tambang dapat dikategorikan kedalam kategori baik. Ini dapat dibuktikan dari mean skornya yaitu 70.77. Kemudian, hasil dari Pengaruh penggunaan numbered head together teknik pada keterampilan menulis recount pada siswa-siswa kelas 2 SMPN 5 Tambang adalah signifikan baik pada level 1% (2.08) maupun 5% (2.83), nilai T yang diperoleh adalah 7.429 yang telah dianalisis dengan menggunakan Paired Sample T-Test melalui SPSS 15.

Jadi, penulis menarik kesimpulan bahwa hypothesis nol (H_0) ditolak dan hipotesis alternative (H_a) diterima. Itu berarti dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan nemberde head together teknik pada kemampuan menulis recount pada siswa kelas 2 SMPN 5 Tambang.

ملخص

انداه فرايتوي (2012) : استخدام ورئيس رقمية معا لتحسين القدرة على كتابة نص يروي للطلاب الصف الثاني بمدرسة الثانوية الاعدادية الحكومية 5 تمبانج منطقة تمبانج ريجنسي كمبار.

وكان الهدف الرئيسي من هذه الدراسة لإيجاد ما إذا كانت هناك تأثيرات كبيرة من استخدام "رئيس مرقمة معا على إعادة فرز الأصوات مهارات الكتابة لدى الطلاب الصف الثاني بمدرسة الثانوية الاعدادية الحكومية 5 تمبانج أم لا.

كان موضوع هذه الدراسة للطلاب الصف الثاني بمدرسة الثانوية الاعدادية الحكومية 5 تمبانج. بلغ عدد سكان هذه الدراسة إلى 44 طالبا. في هذه الدراسة ، والكتاب يأخذ 22 طالبا فقط كعينة. أنهم بمثابة الطبقة التجريبية. في أخذ العينات ، والكتاب استخدام العينات العنقودية. في جمع البيانات. كتاب استخدام الاختبار. في وقت لاحق ، في تحليل البيانات ، وكتاب استخدام اختبار (ت) للعينات ارتباطا و. SPSS 15

تصميم هذا البحث دراسة تجريبية قبل عدايا. بعد إجراء البحوث وتحليل وحساب البيانات باستخدام SPSS 15 ، ونتائج سيوة الذين تعلموا استخدام الأساليب التقليدية على الطلاب الصف الثاني بمدرسة الثانوية الاعدادية الحكومية 5 تمبانج في فئات جميلة. ويمكن تبين ذلك من متوسط 55.59 درجة. نتائج سيوة الذين يتعلمون باستخدام رؤساء مرقمة معا على الطلاب الصف الثاني بمدرسة الثانوية الاعدادية الحكومية 5 تمبانج في أي من الفئتين. ويمكن تبين ذلك من متوسط 70.77 درجة. ثم ، ونتيجة لتأثير استخدام مرقمة الرؤساء معا على مهارات الكتابة الفنية إعادة فرز الأصوات على الطلاب الصف الثاني بمدرسة الثانوية الاعدادية الحكومية 5 تمبانج الألغام كان كبيرا سواء على مستوى 1 % (2:08) و 5 % (2.83) ، في القيمة التي تم الحصول عليها هو 7429 الذي د تحليل باستخدام عينة المقترنة T-اختبار مع. SPSS 15

وبالتالي ، فإن الكتاب الاستنتاج بأن يتم رفض فرضية العدم (H_0) والفرضية البديلة (H_a) وقبلت. هذا يعني أنه يمكن الاستنتاج بأن هناك تأثير كبير من استخدام رؤساء مرقمة معا على مهارات الكتابة الفنية لدى الطلاب الصف الثاني بمدرسة الثانوية الاعدادية الحكومية 5 تمبانج.

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CHAPTER I

INTRODUCTION

A. Background

Writing is used to express and explain ideas of the writer. Writing is one of the language skills in English. Writing is language ability used to communicate not orally. Then, Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. Writing is also the basic skill in learning English instead of speaking, listening and reading. Writing is a complex process that allows writers to explore thoughts and ideas. Writing is not the only activities that combine words. Writing is a process repeated, namely process of revising and rewriting.

Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text. Writing is not simply a matter of putting words together, it is a recursive process, and it is a process of revision and rewriting. Teaching writing means we create a pedagogy that helps students see writing as continuous process of Revising and rewriting as they invent, plan, their draft text.

Writing encourages thinking and learning, in which it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added, rearranged, and changed.

Furthermore Carderonello and Edwards (1986:5) explain in their book *Rough Draft* as follows: there are five components in the process of writing:

1. Inventing: will to find and generate ideas / ideas of students, what students will write or tell, by find ideas in many ways such as reading, talking, brainstorming, questions, etc.

2. Planning: the stages of how students are trying to determine how to convey ideas. In this stage, students will raise the issue, purpose, reader, text, and structure.

3. Drafting: In this stage, students try to form a material or materials into text. Drafts are sustainable written, from draft 1, draft 2 and draft 3 to be the final result.

4. Revising: including adding a new idea, another idea of eliminating some of the words or ideas that do not need or reconstruct what has been written in the draft.

5. Editing: Editing is polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

Writing is most likely to encourage thinking and learning when students view writing as a process. The writing process includes prewriting, composing, revising, editing, and publishing. Writing is a recursive process, is that every writer uses the process in a different way. Students' experience is less pressure to "get it right at the first time", willing to experiment, explore, revise, and edit. Writing is also as a product. We are mainly interested in outcomes that, we identify what the students

have produced, e.g. grammatical accuracy, mechanics of writing, proper format, good organization, etc¹

Most of students think that writing is very difficult because there are many subjects that should be considered. There are content, mechanic, grammar, style, and form. In writing, the students should understand and they should have some ideas to start their writing. Then, they should be able to develop their ideas in writing a text, revise their writing, and make final their writing as well as possible. Writing is also an art, a creative art in which the acquired skills in language and innate interests are made to manifest. While it may be argued that learners may not be required to write much, and the skill is mainly for examination purpose, writing, nevertheless, helps to learn and practice new words and structures. Since writing is done slowly and carefully, it helps to focus students' attention on what they are learning. When we look at writing as a 'product', we identify what the students have produced, such as, grammatical accuracy, mechanics of writing, proper format, good organization, etc. Recent research on writing has provided us with an important insight: good writers go through certain process, which lead to successful pieces of written work

Learning writing in the school can not be separated with types of text. It can be seen from the students' textbooks. According to KTSP SMPN 5 Tambang, the students are required to able to write many kinds of text. Types of text are called

¹ Rani,Rita Maddal, *Linguistics*.2009.On February, 2,2011

genres. Genre is particular type or style or literature, art, film, or music that you can recognize because of its special features. There are many genres. They are narrative, descriptive, recount, etc. One of them is recount text.

Based on school based curriculum (KTSP), the goal of learning process is to develop the skills of communication. It means that it not only develops students' skills in speaking, but also in writing, reading and listening. In writing ability, there are two basic competences. First, expressing the meaning in short functional text by using written language accurately and fluently. Second, expressing the meaning of rhetorical in short functional text accurately and fluently by using written language in recount texts and descriptive texts.² Thus, the second year students of junior high school should master to write some genres, one of them is recount texts. Students should master to express their ideas in recount text. Recount text is a text which retells events, somebody about something, especially something that you have experienced³. In writing recount text, the students should write their writing fluently and accurately. In fluency, the students should be able to put generic structure in recount text. In generic structure, the first stage is orientation. In orientation, it tries to introduce the main character in a setting and place.

² Syllabus for the second Year Students' at SMPN 5 Tambang.

³ English focus grade VIII. p.67. Direktorat Pendidikan Indonesia

Besides, in accuracy, the students should be able to use the correct spelling, punctuation, and grammar that are related in narrative as well as possible to avoid misunderstanding or misinterpretation.

Then, the students should be able to use the correct spelling, punctuation, and grammar in recount text as well as possible to avoid misunderstanding. In teaching and learning process, there are two common ways of teaching, the first is teacher – centered and the second is student – centered. Teaching by using teacher – centered means that the teacher is more active than students. The teacher seldom improves students' ability in teaching and learning process. Then, students cannot share each other about material or their ideas. Teacher –centered can be said as conventional technique. The other hand, in students- centered way; students are more active than teacher. In students -centered, the teacher is only as a facilitator.

In teaching and learning process in SMPN 5 Tambang, especially in teaching recount text, the teacher applies teacher –centered. The teacher asks the students to write recount text by themselves without more explanation about recount text. In this method, the students cannot develop their ideas although they have a lot of vocabularies.

Actually, there are many methods that can be used in writing recount text to develop students' skill; one of them is numbered head together⁴. Numbered head together is one of the type techniques in cooperative learning. Numbered Heads

⁴ Rani, Rita Mandal *Op cit*

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). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spoke person 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 prepared⁵.

In numbered head together, the students can develop their ideas easily and can share each other. Then, in this technique, the students can work in team and can share, search and inform their ideas cooperatively. The purpose of the numbered head together is processing information and communication, developing thinking, review of material, and checking prior knowledge.⁶

Ideally, students' recount writing should be good because the teacher has explained the material before giving the assignment to the students and the teacher also make group discussion, but in reality the students' recount writing skill is still low. For these reasons, the writer is interested in doing research based on the existing

⁵Terenzini&Pascarella, 1994.*Comperative Learning*. [http://www.teachervision.fen.com/group-work/cooperative learning/48538](http://www.teachervision.fen.com/group-work/cooperative%20learning/48538). On February, 2, 2011

⁶Spencer Kagan. *Structural Approach to Cooperative Learning* <http://www.kaganonline.com/> On February, 2, 2011

problems. Besides, the writer also found some symptoms indicating students' ability in writing recount text. These symptoms can be seen in the following phenomena:

1. Some of the students are not able to apply past tense in recount
2. Some of the students are not able to write the following generic structure
3. The students are not able to arrange sentences especially recount text correctly
4. The students are not able to find the sequence series of events
5. The students are confused about recount text
6. The students are difficult to express their ideas in recount text

Based on the phenomena above the writer is interested in conducting a research entitled **“THE USE OF NUMBERED HEAD TOGETHER TECHNIQUE TO IMPROVE WRITING RECOUNT TEXT AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL 5 TAMBANG OF TAMBANG DISTRICT OF KAMPAR REGENCY”**.

B. Definition of the Term

To avoid miss understanding and miss interpretation of this research, the definition of term is very important.

1. Numbered Head Together (NHT)

Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material.

2. Writing

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.⁷

3. Recount text

Recount text (English focus on education department of Indonesia) is a text which retells events, somebody about something, especially something that you have experienced.

4. Improve

To increase the value enhances the appearance of something or to develop whether or not the development result in an increase or decrease in value.

5. Technique

Technique is how language is learned in different ways of teaching language (methods) and different methods make use of different kind of classroom activity (the technique).

6. Use

Use is the action of using or the state of being used

⁷<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewritingskills.htm>. on June, 14, 2010.

C. Problem

1. The Identification of Problems

Based on the background and phenomena on the difficulties and intricacies encountered by the students, thus the problems of this research are identified in the following identification:

1. Why are some of the students unable to express their ideas in writing recount text although they have a lot of vocabulary?
2. Why are some of students unable to use simple past tense in writing recount text?
3. Why are some of students unable to arrange sentences to be a recount text correctly?
4. Why are some of students unable to find sequence of event?
5. Why are some of students confused about recount text?
6. Why are some of students unable to write the generic structure?

2. The Limitation of the Problems

There are many problems in this research so, the writer limits the problems as follows:

1. The students' ability in writing recount text before taught with numbered head together technique.
2. The students' ability in writing recount text taught with numbered head together technique.

3. The differences of students' ability taught with Numbered head together and not taught with numbered head together technique.

3. The Formulation of the Problems

- a. How is students' ability in writing recount text not by using Numbered Head Together Technique?
- b. How is students' ability in writing recount text taught by using Numbered Head Together Technique?
- c. Is there any significant effect between students' ability in writing recount text taught by using and not taught with numbered head together?

D. The Reasons for Choosing the Title

1. This title is relevant with the researcher as a student of English education department.
2. This research can be conducted because the topic and the place of this research are favorable for the researcher.
3. As far as the researcher knows, this topic has never been researched yet.

E. The Objective and the Significance of the Research

1. The Objective of the Research

Based on the formulation of problem previously, there are two objectives that will be reached in this study as follows:

1. To know how the students' writing ability in recount text taught by conventional method at the first year students of SMPN 5 Tambang of Tambang District of Kampar Regency.
2. To know the use of the numbered head together technique to improve writing recount text of the second year students of junior high school 5 Tambang of Tambang District in Kampar Regency.
3. To find out there is any significant effect between students' ability in writing recount text taught by using Numbered Head Together and not.

2. The Significance of the Research

The writer hopes that finding of this research will be provided the contribution and information:

1. To enlarge the writer's knowledge about the research especially the writer's insight scientifically in the topic of numbered head together on writing recount text.
2. To give information about the students' recount writing after taught with numbered head together for both teacher and students' at the second year of SMPN 5 Tambang. To complete the requirement intended to finish the writer's study program at English Education Department of Education and teacher's training faculty of State Islamic University Suska Riau.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. Nature of writing

In the term of skill, producing a coherent, fluent, extended piece of writing is probably the most difficult thing, there is to do in language. Although writing is very difficult, the students should be able to produce a good writing because the ability to write well organized and concise text is very crucial to the students' success in almost of the subject in their school.

Writing has connection with reading. The connection between reading and writing is strong and important one. Actually, we have already have discovered that students are frequently asked to read material then write in response to what they read. In fact, writing in response to reading is the most important for us. The other importance of connection of writing and reading is the more you read, the more you become sensitive to a reader's need. You will bring this sensitivity to your writing and do a better job by using words.

Writing is clearly complex process, and the components of writing are frequently accepted as being the last language skill to be acquired. Writing is commonly seen as a three-steps process; pre-writing (activities performed prior to writing the firsts draft, writing (composing the first draft) and rewriting (making

changes in the first draft to get the piece ready for a reader).¹ Although this is very much over simplification, it is very helpful. In writing, we should have knowledge perfectly to use the correct composition because if our text is being read by reader, we cannot correct our mistakes and revise our statement directly to the readers.

In the modern world written language, (writing) serves a range of functions in everyday life that includes the following:

1. Primarily for action such as public signs, for contact and personal correspondence (letter, post cards and greeting cards)
2. Primarily for information such as news paper, current affair magazine, reports etc.
3. Primarily for entertainment such as light magazine, comics' scripts, news paper features (films).

All of the functions have different characters and purposes. The differences can be always seen in sentences (grammar) and beyond of sentences in the level of text structure.²

Hughes et al (1983:140) discuss that there are five components of writing that must be observed by writer in writing composition, they are³:

¹ Barbara Fine Clouse, *The Student Writer* (United State: McGraw-Hill 2004) p. 28

² David Nunan, *Language Teaching Methodology*. (New York:Prentice Hall, 1991). p.84

³ Arthur Hughes, *Testing for Language Teachers*. 2nd (Ed USA: University Press, 2003) p 140

1. Content

The ability to think and develop the ideas creatively and develop thought, excluding all irrelevant information.

2. Organization

It is well organized, cohesive, ideas, clearly, stated in logically sequenced.

3. Vocabulary

The writer should master in using correct words, choosing the words, and idioms

4. Language use

In writing a text, we should master the knowledge of grammar because it is very important. Grammar in language is description of speaking and writing habits of the people who use it. Language usage or grammar is very important, because without them, writer will not be able to write well.

5. Mechanics

Then, the writer should master about the mechanics. For example in using punctuation, spelling, and capitalism.

Besides, the components should exist in our writing; we should also know the purpose of our writing itself. The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so our ideas should arguably be seen as the most important aspect of the writing. On the other hand, the writers also need to pay some attentions to formal aspects, such as neat handwriting,

correct spelling and punctuation as well as acceptable grammar and careful selection of vocabulary, because much higher standards of language are normally demanded in writing than speech: more careful constructions, more precise and varied vocabulary, and more correctness of expression in general.⁴ It is clear that, in writing we need skill in order to make a good writing, develop our ideas well, and make reader understand about we want to say. The most important thing, we should make correction about our writing before conveying it to the reader.

According to Clouse there are six areas that will make successful writers, they are:

- a. Generating ideas, establish purpose, and identifying audience.
- b. Ordering ideas. Ordering ideas is a writer –based activity because you decide in what order you want to present your ideas.
- c. Writing the first draft. This activity is still writer-based because our focus is less on our reader than on expression our ideas the best way we can.
- d. Revising (improving content, organization, and the expression of the ideas)
- e. Correction errors(correction error in grammar, spelling, capitalization, and punctuation)
- f. Proofreading (making correction in the final copy).

⁴ Penny Ur. *A Course in Language Teaching-Practice and Theory*.(United Kingdom: Cambridge University Press, 1996), p. 163.

In other words, we should know the readers or the audiences. Audience is one of the crucial parts in writing. You need to communicate your message to your readers clearly. By knowing the audience will help us to reach your goals of communication clearly and effectively.⁵ Then, in teaching writing we need guide. It is very useful for a range of teaching purposes, which will vary, depending on the developmental stage and the needs of the students⁶. Susan Hill (1999) explains guided writing involves individual or small groups of students in writing a range of type text. The teacher should provide short mini lesson as a particular aspect of type text, grammar, punctuation or spelling.

Based on the school curriculum, the second year students should be able to write some genres, they are descriptive text, narrative text, and recount text. Every genre has different function, grammatical structure, and purpose. In written, as in spoken language, genre is typified as by a particular structure and by grammatical from that reflect the communicative purpose of the genre in question. Thus, in this research, the writer focuses the explanation about writing recount text.

2. The Nature of Recount Text

Recount text is one of the types of writing that should be mastered by the students especially for the second year students of junior high school. Recount is a

⁵ M.Syafi'i.S, Fauzan Ansyari and Jondri Kasdi. *the Effective Paragraph Development the Process of Writing for Classroom setting*.Pekanbaru,LBSI.2007

⁶Drs.Kalayo Hasibuan and Fauzan Ansyari.*Teaching English as Foreign Language (TEFL)*.(Pekanbaru, Alaf Riau Graha UNRI Press,2000),p 126.

story created by someone and has series of event. Recount text is a text that tells about personal experience or someone experience. Recount text is told about true story or non fiction. Recount text has purpose; it is to entertain people. Recount text has generic structure. In additional, recounts texts are purportedly factual accounts of events from those who are actively participated in the occurrences. Students are often interested in recounts because they provide a voyeuristic opportunity to look into an event in which the student is not a participant.

There are two kinds of recount text; they are personal retelling such as diary and factual retelling such as science, experiments and news.⁷All types of recount text have social purpose; it is to tell what happen or retell events.

Besides that, the recount text also has framework or generic structure, recount texts are usually organized to include:

- a. Orientation. In this stage, the writer should introduce the main character in setting of time and place, so it include to whom, where and when question.
- b. Series of events. In this stage, the writer may begin in a usual pattern of event that becomes a problem for one or more characters.
- c. Reorientation. In this stage, the problem or complication resolve attempts to be resolve in the resolution. Reorientation is ending of the story.
- d. Personal comment. In this stage, the readers try to give the comment about the story.

⁷ Ibid.p. 130

All of the frame works are very crucial, because if we do not put one of the frameworks, our writing will not be a good writing that makes our readers confused about our writing. Framework can encourage collaborative and creating authentically and personally meaningful text.

In other side, in recount text, there are common language features, they are:

- a. The use of particular nouns to describe the particular people, animal and things.
- b. Linking words to do with time such as later, after, before.
- c. Use of past tense action verb to indicate the action in recount text such as ate, met, drank etc.
- d. Using simple past tense

After knowing the general language of recount texts, we should be able to write a good recount text in term of retelling events to the readers.

3. Teaching Recount Text

Before going to write a recount text, teacher should prepare students with some texts related to the topic. For example, our journey in Makassar, my childhood, and my adult lance. When teaching the recount text to students, we can use the lessons to encourage them to think critically about information and explore the reliability of the account as a whole. This practice promotes the development of

critical thinking skills and careful consideration of both the text and the subtext of a written work. Then, ask them to write their own recount text based on their experience.

First, ask them to make a text in flow chart. It consists of communicative purpose, generic structure, and grammatical pattern. The chart is really crucial, because students are easy to understand what they will do. Explain that the orientation should be related to the topic of event of recount text. In the orientation, we will introduce participant. Teacher can stimulate the students' writing development by delivering such following questions: how is your teenager? Where did you spend your time when holiday?

Second, develop the elements. It is sequence of event that leads to conflict-climax. The students will really understand what the text element does for by explaining it through some questions like, what really happen to you? How did you feel? Guide the students to state the complicit-climax clearly, so that the readers will understand more about our text.

Third, develop resolution. Resolution is a element of text that describe problems solving of the text. The teacher can raise solution conflict by delivering such as questions: what did you then? How did you feel then? Or what did you happen then?

4. Numbered Head Together

a. The History of Numbered Head Together.

Numbered head together is introduced firstly by Spencer Kagan et al. structure of numbered head together is one of the cooperative learning. Numbered head together is designed to influence students' interaction pattern particularly. This structure is developed as alternative technique in the traditional classroom such as raising your hand firstly then the teacher point one student to answer the question. This technique will make noisy in the classroom because all of students want to answer the question from the teacher. Kagan says that numbered head together will make students share information each other, listen carefully and speak and answer the question carefully, so students are more active in learning process.

b. Definition of Numbered Head Together

Numbered head together is one of the techniques that guides students' activity in search, produce and informs the information from some recourse and then inform them in front of the class. Then, numbered head together is a type cooperative learning that has simple structure that consists of some steps. These steps will be used to review facts and basic information to set students interaction. Numbered head together is used to develop students' understanding about the material and to check their understanding about the topic. Besides, numbered head together to develop students' group work.

Numbered head together is a structural inquiry that is designed to make students more active in teaching and learning process, students understand and study more and to check their understanding about the topic.

c. The Advantages of Numbered Head Together

Numbered head together is one of the techniques that can be used in writing recount text. Using numbered head together not only stimulate the students' ability, but also develops higher level thinking skills. Skill building and practice can be enhanced and made less tedious through activities in and out of the classroom. It creates an environment for active, involved and exploratory learning. It improves the performance of the weaker students when grouped with higher achieving students.

d. Teaching Numbered Head Together

In teaching numbered head together on recount text writing skill, there are some steps that should be done by the teacher before going top teach the activities.

- a. Give instruction to the students about the technique. Then, explain about recount text firstly.
- b. Students number off in teams of four. (Keep the same number as long as the team will continue to work together, possibly four weeks.)
- c. The teacher asks a question. In this step, the teacher asks some question based on the material that will be discussed.
- d. Team members put their heads together and make sure that everyone in the team can answer the question. After getting some questions from teacher, the students should discuss the question together to find the answer of the

question and explain the answer to the other person in group so; each person in group knows the answer

e. The teacher/student calls a number, and those with that number stand and participate in answering the question. In this step, teacher asks one of the numbers in group to answer one question randomly, and for the others group should give the answer based on their discussion in their group.⁸

f. Do individual quiz and make list score of students in every meeting.

g. Inform the result of quiz and give reward.

e. Teaching Numbered Head Together on Recount Writing Ability.

In teaching numbered head together on recount writing skill, there are some steps that should be done by teacher before going to teach the activities:

a. Introduction

Step 1 prefer

1. The teacher explains about cooperative learning; it is numbered head together (NHT) to students. So, the students understand the procedure of this technique.

⁸ Dr. Sunaryo, M.Pd. *Menjelajah Pembelajaran Inovatif* (Sidjoarjo:Masmedia Buana,2009). P.

2. Teacher explains the purpose of the learning.
 3. Brainstorming. Brainstorming is very important in learning process because we can warm the students' prior knowledge up.
 4. Teacher motivates students. Motivation is the basic requirement of study and it is very important. Motivation is process to find level of activity, intensity, consistency and the general ways of humans' activity.
- b. Whilst activity (application of numbered head together technique as cooperative learning)
1. Teacher asks students to set in group that each group consists of four students and each member in each groups get start number start from maximum number until minimum number (1,2,3,and 4)
 2. Teacher explains about recount text in the first time.
 3. Teacher asks some questions/instructions to the students. The question is specific and in question sentences form. The questions include:
 - a. What happen to you last weekend?
 - b. Where did it happen?

- c. When did it happen?
 - d. Why did you do that?
 - e. What was the problem?
 - f. How did you solve the problem?
 - g. What happen next?
 - h. What is the ending of the event?
4. Thinking together; it means that every student in each group share each other to answer the questions/ instruction above. Then every student in group should understand about the answer, so if teacher asks them, they can answer the questions.
5. Answering. Teacher calls one number in each group, example teacher calls number 2, and then students that have number 2 should answer the question in front of the class. Then teacher inspects the result in each group and give spirit to the students.

c. Closure Activity

- 1. Students make summering of the topic by supervised by teacher.
- 2. Teacher gives home work to the students in handbook of the students.

3. Teacher gives evaluation or exercise to the students individually.

Variation in numbered head together

1. After the student answer the question, teacher can ask the agreement of the other group about the answers by using yes or not
2. All of the students can answer question together.
3. Students that have given opinion can write the answer on the black board or on the paper at the same time.
4. Teacher can ask other students to add the answer when the answer is not complete yet.

B. Relevant Research

The relevant researches of this study were conducted by first was Masruhan Mufid (2007) entitled "improving students ability in match on account operation aljabar form by using cooperative learning numbered head together (NHT) at the first year students of MTs. Islamiyah Sumpiuh Banyumas". He concludes that the result of students' ability in match could be improved by using Numbered head together (77, 5%). Some of the first year students' of MTs. Islamiyah Sumpiuh were able to account aljabar operation well.

Then, the second by Sulasmi Karim (2007) entitled an experiment on the effectiveness of using brainstorming technique in increasing students' writing ability at the second year of English Education Department of State Islamic University Sultan Syarif Kasim. She concluded that writing with brainstorming technique is effective in increasing students' writing ability.

C. The Operational Concept

The operational concept is the concept to avoid misunderstanding of the research about the use of numbered head together on writing recount text of students. The research consists of two variables, variables X is the use of numbered head together, and Y variable is writing recount text ability of students. The operationally conceptualized indicators as follows:

Variable X:

1. Teacher explains about technique (NHT) to students
2. The teacher divides students into some groups and each member in group is given number (1,2,3,4)
3. Teacher gives questions/instruction to students
4. Teacher gives chance to students to think together.
5. A teacher asks each member in each group answer the questions/ does the instruction.

Variable Y:

1. Students are able to develop ideas in writing recount text.

2. Students are able to put chronological order (Orientation, Events, and reorientation) correctly.
3. Students are able to use choice of words related to recount text.
4. Students are able to use the simple past tense correctly.
5. Students are able to use the correct punctuation and spelling.

D. The Assumption and Hypothesis

a. Assumption

Teaching English by using Numbered head together is appropriate technique that can be used by teacher. The students are more active if the teacher asks students to write recount text in group. Then, the students can develop their ideas into their writing; they can also develop their skill in correcting the punctuation, style, and spelling. It is assumed that teaching by using numbered head together ability can develop students' writing ability on recount text.

b. Hypothesis

Ha : There is significant effect between students' writing recount text skill taught with numbered head together.

Ho : There is no significant effect between students' writing recount text skill taught with Numbered head together.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was pre-experimental design. Pre-experimental design is the designs that are simple and inexpensive to implement and exploratory in nature, but lack control groups to compare with the experimental group¹. The writer used pre-experimental research because the writer tried to apply one of technique by using Numbered Head Together to improve students' writing ability by using one class called one group pre- test and post-test design². The students were given pre-test before treatment. It was measured students' writing ability before using Numbered Head Together .And the students were given post-test after treatment. It was measured students' writing ability after using Numbered Head Together.

$$O_1 X O_2$$

O_1 =Pre-test score before Treatment

O_2 =Post-test score after treatment

¹ Graeme Keith Porte. *Appraising Research in Second Language Learning: A Practical Approach to Critical Analysis of Quantitative Reseachr.*(Amsterdam:Jhon Benjamins,2002) p.241

² Louis Colten, at.al. *Research Methods in Education, sixth edition.* (London:Routldge, 2007) p.133.

B. Time and Location of the Research

This research was carried out at SMPN 5 Tambang, exactly located in Kuapan Village of Tambang district Kampar Regency. The research was conducted from 12 Augustus until 26 October 2011.

C. Subject and Object of the Research

Subject of the research was the students at the second year of SMPN 5 Tambang, and the object of the research was the use of numbered head together technique on writing recount text.

D. Population and sample of the Research

The population of the research consisted of two classes; they consisted of 22 students each class. In this research, the writer only needed one class as the experimental class. The writer used cluster sampling to take sampling in this research. According to Gay and Petteer Airasian cluster sampling is sampling in which group, not individually; it can be communities, school district and so on.³

E. Technique of Data Collection

In collecting data, the writer used observation and test. Observation was used to get the data about the use of numbered head together on writing recount

³Ibid.p. 129

text. In the classroom observation, the researcher not only noted the event but also did analysis and even scored the events in interval scale.⁴

In other sides, test was used to collect the data on writing recount text. After teaching with the NHT technique, the teacher distributed some tests on test students' skill in writing recount text.

Procedures of Collecting Data for Experimental Group

a. Pre-test

The pre-test was carried out to determine the ability of the students before giving the treatment. The test was in the form of written test. The writer asked the students to write the recount text the topic was about Your Holiday.

b. Treatment

The treatment was conducted for experimental group only. The treatment was using Numbered Head Together Technique activity. In treatment, there was a topic, it was experience in holiday. The length of time to apply the technique was about seven meeting.

c. Post-test

After eight meetings (including pre-test), in post-test, the students choose free topic, but it was still related to recount text. Results of the post-test for experimental group were analyzed and used as final data for this research.

⁴DR. Suharsimi Arikunnto, *Prosedure Penelitian* (Jakarta: RinekaCipta, 1996) p. 232

Furthermore, the writer used ESL Composition (Jacobs et al.'s theory) to measure recount writing skill at the second year students of SMPN 5 Tambang

According to Jacob et al, the criteria to asses writing involve; content, organization, vocabulary, language used, and mechanics. Jacob's et al. theory rating is as follows:⁵

1) Content

TABLE III.1
CONTENT

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, Substantive relevant
26-22	Good to average	Some knowledge, adequate range, limited development of thesis, mostly relevant
21-17	Fair to poor	Limited knowledge, little substance, inadequate development
16-13	Very poor	Does not show the knowledge, Non substantive, not pertinent.

⁵ Athur Hughes. *Testing for Language Teachers*. 2ndEd.(USA: University Press, 2003), p. 104.

2) Organization

TABLE III.2
ORGANIZATION

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly, Logical
17-14	Good to average	Somewhat choppy, loosely organize, limited support
13-10	Fair to poor	Non-fluent, ideas confuse, lack logical sequence and development
9-7	Very poor	Does not communication, not Organization

3) Vocabulary

TABLE III.3
VOCABULARY

Score	Level	Criteria
20-18	Excellent to very good	Suppllicated range, affective word, Word form mastery
17-14	Good to average	Adequate range, occasional error of word, but meaning not obscured
13-10	Fair to poor	Limited range, frequent,

		error, meaning confused
9-7	Very poor	Essential translation, little Knowledge

4) Language Use

TABLE III.4
LANGUAGE USE

Score	Level	Criteria
25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, pronouns
21-18	Good to average	Effective, but simple constructions, Minor problems in simple construction, several error of agreement.
17-11	Fair to poor	Major problems in simple/complex construction, frequent errors, meaning confused
10-5	Very poor	Virtually no mastery of sentence, dominated by errors

5) Mechanics

TABLE III.5
MECHANICS

Score	Level	Criteria
5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization
4	Good to average	Occasional errors of spelling, punctuation, capitalization, meaning confused
3	Fair to poor	Frequent errors of spelling, punctuation, poor hand writing
2	Very poor	No mastery of convention, dominated by errors of spelling, Hand writing illegible

The writing result was evaluated by concerning five components and each component had score/ level. The specific of the score is as follow.

TABLE III.6
SCORE OF WRITING SKILL

No	Writing skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5

F. The Technique of Data Analysis

In order to analyze students' recount writing skill, the writer were used category to classify students' recount writing skill. The categories usage as follows:⁶

TABLE III.7
THE CATEGORIES OF STUDENTS' RECOUNT WRITING SKILL

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

⁶ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009), p. 245.

Furthermore, in order to find out whether there was significant effect of a Numbered Head Together activity on recount writing skill at the first year students of SMPN 5 Tambang, the writer used measurement to analyze the data. In analyzing the data, the writer used post test for experimental group.

The T-Obtained value was consulted with the value of T table at the degree of freedom (df).

Statically hypothesis:

$$H_0 = t_o < t \text{ table}$$

$$H_a = t_o > t \text{ table}$$

Criteria for hypothesis:

1. H_0 is accepted if $t_o < t \text{ table}$ or it can be said that there is no significant effect of Numbered Head Together activity on recount writing skill at the first year students of SMPN 5 Tambang.
2. H_a is accepted if $t_o > t \text{ table}$ or it can be said that there is a significant effect of a Numbered Head Together writing activity on recount writing skill at the first year students of SMPN 5 Tambang. The formula it as follows⁷:

$$t_o = \frac{\frac{\sum D}{N}}{\frac{SD_D}{\sqrt{N-1}}}$$

⁷Hartono. *Statistik untuk Penelitian*.(Pekanbaru: Pustaka Pelajar,2004). P.171

t_o : The value of T-obtained

N : Number of the students

D : Deviation

SD : Standard Deviation

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

The data of this research were the score of the students' pre-test and post test. The writer gave pre-test before treatment. The data were obtained by giving post-test to the experiment. The purpose of this research was to find out the effect of Numbered Head Together toward students' writing ability and to find out the significant difference between students' writing ability that use Numbered Head Together and the students' writing ability that do not use Numbered Head Together.

Before giving post-test, the writer gave the pre-test for all samples. The writing tests consisted of one topic, exactly recount text, but the writer gave the theme; it is your holiday to the students to choose the title and the writing result was evaluated by concerning five components: content, organization, vocabulary, language use, and mechanics of writing. Every component had its score.

1. Data of Classroom Observation

To present the data of using Numbered Head Together technique in writing recount text could be described in the table regarding to the frequency distribution of each observation. The researcher did eight observations for experimental group about using Numbered Head Together technique in writing class. To make data clearer can be seen in the table below:

**THE OBSERVATION RECAPITULATION OF THE USE OF
NUMBERED HEAD TOGETHER TECHNIQUE IN THE CLASSROOM**

No	INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The researcher gives the explanation of numbered head together technique to the students	3	4
2	The researcher gives example of Numbered Head Together technique	3	4
3	The researcher explains recount text to students	6	1
4	The researcher gives some questions /instructions to students about the topic.	7	0
5	The researcher asks some students in each groups to answer or do the instruction	7	0
6	The researcher checks the answer together	7	0
7	The researcher gives reward to the best group and gives quiz.	6	1
Total		39	10
Percentage		76.6%	20.4%

The table above shows that the result of observation of using improvisation technique in the classroom indicates 39 for the answer “**yes**” and for the answer “**no**” is 10. The result of the observation “Yes” = $39:49 \times 100\% = 76.6\%$ and “No” = $10:49 \times 100\% = 20.4\%$.

2. Data Presentation

The data of this research were the score of students’ pre- test and post-test. The data were collected through the following procedure:

- a. The writer asked the students write recount text in a piece of paper. The theme is Your Holiday.
- b. The writing was written in blank sheet. Then, it was collected and evaluated by using Jacob’s et al theory; there are content, organization, vocabulary, language use and mechanics.
- c. The writer used two raters to evaluate the students’ recount text. They were Yasir Amri, S.Pd.I, M.Pd and Kurnia Budi Yanti, S.Pd, M.Pd
- d. The writer added the scores from the raters and divided it. Then analyzed it.

The Recapitulation of Pre-Test Score of Experimental Group

No	Students	Score		Final score
		Rater 1	Rater 2	
1	Student 1	63	61	62
2	Student 2	34	46	40
3	Student 3	53	63	58
4	Student 4	48	54	51
5	Student 5	48	54	51
6	Student 6	63	51	57
7	Student 7	40	60	50
8	Student 8	70	66	68
9	Student 9	52	58	55
10	Student 10	57	59	58
11	Student 11	63	65	64
12	Student 12	63	61	62
13	Student 13	40	46	43
14	Student 14	46	46	46
15	Student 15	34	54	44
16	Student 16	40	46	43
17	Student 17	48	58	53
18	Student 18	52	62	57
19	Student 19	80	66	73
20	Student 20	52	62	57
21	Student 21	50	60	55
22	Student 22	91	61	76
				1223

From the table above, it can be seen that many students could not pass the test because the school has standard minimum (KKM) score in English subject. And the minimum standard (KKM) is 65 and it can be calculated by using

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{19}{22} \times 100\% \\ &= 86.36\% \end{aligned}$$

And students who pass the test can be calculated as below:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{3}{22} \times 100\% \\ &= 13.64\% \end{aligned}$$

The Recapitulation of Post-Test Score of Experimental Group

No	Students	Score		Final score
		Rater 1	Rater 2	
1	Student 1	70	70	70
2	Student 2	63	69	66
3	Student 3	65	65	65
4	Student 4	75	71	73
5	Student 5	70	66	68
6	Student 6	63	63	63
7	Student 7	75	71	73
8	Student 8	70	70	70
9	Student 9	75	71	73
10	Student 10	56	68	62
11	Student 11	65	71	68
12	Student 12	75	73	74
13	Student 13	65	63	64
14	Student 14	70	72	71
15	Student 15	76	76	76
16	Student 16	70	80	75
17	Student 17	65	79	72
18	Student 18	80	80	80
19	Student 19	80	72	76
20	Student 20	70	68	69
21	Student 21	65	73	69
22	Student 22	80	80	80
				1557

From the table above, it can be seen that many students can pass the test because the school has standard minimum (KKM) score in English subject. And the minimum standard (KKM) is 65 and it can be calculated by using

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{18}{22} \times 100\%$$

$$= 81.81 \%$$

And the students who pass the test can be calculated as below:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{4}{22} \times 100\%$$

$$= 18.2 \%$$

The Description of Students' Pre-test of Experimental Group

The data of students' score of recount writing text are presented in the following table

TABLE IV .1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test	22	40,00	76,00	55,5909	9,54019	91,015
Valid N (listwise)	22					

From the table above, it can be seen that the minimum score in pre-test is 40 and the maximum score is 76, the variance is 91.015 and mean is 55.59.

TABLE IV.2
THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST SCORES OF EXPERIMENTAL GROUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	1	4,5	4,5	4,5
	43,00	2	9,1	9,1	13,6
	44,00	1	4,5	4,5	18,2
	46,00	1	4,5	4,5	22,7
	50,00	1	4,5	4,5	27,3
	51,00	2	9,1	9,1	36,4
	53,00	1	4,5	4,5	40,9
	55,00	2	9,1	9,1	50,0
	57,00	3	13,6	13,6	63,6
	58,00	2	9,1	9,1	72,7
	62,00	2	9,1	9,1	81,8
	64,00	1	4,5	4,5	86,4
	68,00	1	4,5	4,5	90,9
	73,00	1	4,5	4,5	95,5
	76,00	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

Based on the table above, it shows that there was 1 student got score 40 (4.5%), 2 students got score 43 (9.1%), 1 student got score 44 (4.5%), 1 student got score 46 (4.5%), 1 student got score 50 (4.5%) , 2 students got score

51 (9.1%), 1 students got score 53 (13.6%),2 student got score 55 (9.1%) , 3 Students got score 57 (13.6%), 2 students got score 58 (9.1%), 2 students got score 62 (9.1%), 1 student got score 64 (4.5%), 1 student got score 68 (4.5%), 1 students got score73 (4.5%), and 1 students got score 76 (4.5%).

Then, it can be seen that the total number of students was 22 students. The highest score was 76 and the lowest score was 40. The highest frequency was 3 at the score of 57.

The Description of Students' Post-test of Experimental Group

TABLE IV.3

THE DISTRIBUTION OF FREQUENCY OF STUDENTS' POST-TEST SCORES OF EXPERIMENTAL GROUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62,00	1	4,5	4,5	4,5
	63,00	1	4,5	4,5	9,1
	64,00	1	4,5	4,5	13,6
	65,00	1	4,5	4,5	18,2
	66,00	1	4,5	4,5	22,7
	68,00	2	9,1	9,1	31,8
	69,00	2	9,1	9,1	40,9
	70,00	2	9,1	9,1	50,0
	71,00	1	4,5	4,5	54,5
	72,00	1	4,5	4,5	59,1
	73,00	3	13,6	13,6	72,7
	74,00	1	4,5	4,5	77,3
	75,00	1	4,5	4,5	81,8

76,00	2	9,1	9,1	90,9
80,00	2	9,1	9,1	100,0
Total	22	100,0	100,0	

Based on the table above, it shows that there was 1 student who got score 62 (4.5%), 1 student got score 63 (4.5%), 1 student got score 64 (4.5%), 1 student got score 65 (4.5%), 1 student got score 66 (4.5%), 2 student got score 68 (9.1%), 2 students got score 69 (9.1%), 1 student got score 70 (4.5%), 1 student got score 71 (4.5%), 1 student got score 72 (4.5%), 3 students got score 73 (13.6%), 1 student got score 74 (4.5%), 1 student got score 75 (4.5%), 2 students got score 76 (9.1%), and 2 students got score 80 (9.1%).

Based on the table above, it can be seen that the total number of students was 22students. The highest score was 80, and the lowest score was 62. The highest frequency was 3 at the score of 73.

1. The Mean and The Standard Deviation

**TABLE IV.4
MEAN AND STANDARD DEVIATION**

	Experimental Group	
	Pre- Test	Post-test
Mean	55.59	70.77
Standard Deviation	9.54	5.03

a. Mean and Standard Deviation Pre-test of Experimental Group

Based on the table above, it can be seen that the mean (M_x) of Pre-test of experimental group is 55.59, and Standard Deviation (SD) of Pre-test of experimental group is 9.54.

b. Mean and Standard Deviation Post-test of Experimental Group

Based on the table above, it can be seen that the mean (M_x) of Post-test of experimental group is 70.77, and Standard Deviation (SD) of Post-test of experimental group is 5.03.

TABLE IV.5
THE CLASSIFICATION OF STUDENTS' SCORE OF
EXPERIMENTAL GROUP

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	2	9.09 %
2	Good	66 – 79	16	72.73%
3	Enough	56 – 65	4	18.18%
4	Less	40 – 55	-	0%
5	Fail	30 – 39	-	0%

Based on the table above, it can be seen that the classification of the students' score: The category number 1 shows 2 frequencies (9.09%), the category number 2 shows 16 frequencies (72.73%), and the category number 3 shows 4 frequencies (18.18%). The table above also shows that the highest percentage of experimental group was 72.73%. The mean score of experimental group was 70.77. Thus, the majority of the students in experimental group can be classified into **Good category**.

2. Data Analysis by Using Test

**TABLE IV.6
GROUP STATISTICS**

Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	22	55.59	9.54	1.073
Post-test	22	70.77	5.03	2.033

Based on the table above, it can be seen that the total students from each group is 22, the mean of pre -test was 55.59, and mean of post-test is 70.77. Standard deviation from pre-test was 9.54, while Standard deviation from post-test is 5.03. Standard error mean from pre-test is 1.073, and post test is 2.033

**TABLE IV.7
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pre-test	55,5909	22	9,54019	2,03397
	Post-Test	70,7727	22	5,03258	1,07295

From the table above, we see that mean of pre-test is 55.59 and mean of post-test is 70.77 and N for each sell is 22. And standard Deviation of pre-test is 9.54 and post-test is 5.03 and mean standard error of pre-test is 2.03 and post-test is 1.07.

TABLE IV.8

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					Std. Error Mean
				Upper	Lower				
Pair 1 Pre	-15,18182	9,58489	2,04351	-19,43152	-10,93212	-7,429	21	,000	

Test- post- Test								
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Based on the output SPSS above, *Paired Samples Correlation* shows that mean of both is 15.18; Standard deviation is 9.58 and means standard error is 2.04. The lower difference of both is -10.93 and the upper difference is -19.43. And T obtained is -7.429 and df is 21 and significance is 0.000.

From the output above, it can be also seen that t_{hitung} obtained (7.429) is compared to “t” table, $df= 21$ t_{table} , compared either at level 5% or 1%. At level 5%, t_{table} is 2.08, while at level 1%, t_{table} is 2.83. Thus, the t_{hitung} obtained is higher than t_{table} , either at level 5% or 1%. In other words, we can read $2.08 < 7.492 > 2.83$.

Based on the score above, the writer conclude that H_a is accepted or there is significant effect of Numbered Head Together recount writing skill at the second year students of SMPN 5 Tambang. The difference of mean shows that teaching recount text by using Numbered head Together is better than without using it. And H_o is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The first focus of this research is that to find out an effectiveness of using Numbered Head Together to improve writing recount text at the second year students of junior high school 5 Tambang of Tambang district of Kampar regency.

Regarding the formulation of the problems of this research, the researcher can conclude this research as follows:

1. After analyzing the data, the researcher finds out the students' writing recount text at the second year students of junior high school 5 Tambang district of Kampar regency before giving treatment is categorized into less categories. It can be seen that the mean of the pre-test is 55.59 and the lower score is 40 and the highest is 76 and the percentage of students that cannot pass the test is 86,36%
2. After analyzing the data, the researcher finds the students' writing recount text at the second year students of junior high school 5 Tambang of Tambang district of Kampar Regency after giving treatment is categorized into good categories. It is based on the result of test that show the mean of the post test is 70.77 and the lower score is 62 and the highest is 80. And the percentage of students that can pass the test is 81,81%
3. After conducting the research, the wrier analyzed and calculated the data by using SPSS 15.0 for Windows, the result of the Test is 1% and 5%. It is

2.83 < 7.429 > 2.08. Consequently, the writer concludes that the null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted. Means that there is an effectiveness of using numbered head together to improve writing recount text at the second year students of 5 Tambang of Tambang district of Kampar regency.

B. Suggestion

Based on the research finds, the writer would like to give some suggestions:

1. Suggestion for teacher
 - a. From the conclusion above, it is known that numbered head together can give significant effect to students' writing recount ability. So, numbered head together can be one of the choices for the English teacher in order to help students' recount writing ability.
 - b. Teacher should rise up the students' interest and always give the motivation either in or outside the class.
 - c. Teacher should be creative in teaching and learning process, for example the teacher can use various techniques so that the students will not be bored in the class.
2. Suggestion for students
 - a. The students should be interested on studying English, because it is one of the keys to be successful in English.

- b. The students should try to understand the using of numbered head together in order to help them in writing recount text.

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