

**IMPROVING STUDENTS' WRITING ACHIEVEMENT
THROUGH NUMBERED HEADS TOGETHER (NHT)
LEARNING MODEL IN 7TH GRADE STUDENTS
OF SMPN 1 TIRTAYASA**

**A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

**By:
SUPIYAH
NPM. 1911040498**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H / 2023 M**

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**Advisor : Yulan Puspita Rini, M.A.
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ABSTRACT

IMPROVING STUDENTS' WRITING ACHIEVEMENT THROUGH NUMBERED HEADS TOGETHER (NHT) LEARNING MODEL IN 7TH GRADE STUDENTS OF SMPN 1 TIRTAYASA

By:

SUPIYAH

This research was aimed to find out improvement of seventh grade students' writing achievement through Numbered Heads Together (NHT) learning model at SMPN 1 Tirtayasa in the Academic year 2023/2024. This particular research was categorized as classroom action research. The data of the research were in the forms of qualitative and quantitative data.

It was conducted into two cycles and consisted of six meetings and involved four steps namely planning, acting, observing, and reflecting. The research data were collected by using techniques of observation, interview, and test. The subject of this research was a class of the seventh grade of SMPN 1 Tirtayasa which consists of 32 students.

The result of the research showed that there was an improvement in students' writing achievement. The students' improvement was proved by their writing test result which improved from test to test. In pre-test, there was only 6.25% of students or 2 students who could pass the Minimum Mastery Criterion, and the mean score 57.9. in the post-test 1 in cycle 1, there were 62.5% of students or 20 students who passed the Minimum Criteria, and the mean score was 73. Therefore, there was improvement from the pre-test to the post-test 1. Finally, in the post-test 2 in cycle 2, there were 100% of students or 32 students who passed the Minimum Mastery Criterion, and the mean score was 83.3. Thus, this indicated that it had met the criterion of success that 80% of students must get the score above the Minimum Mastery Criterion.

Keywords: *Writing Achievement, Descriptive Text, Numbered Heads Together, Improving.*

DECLARATION

I am a student with the following identity:

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Student Number : 1911040498
Thesis : Improving Students' Writing Achievement
Through Numbered Heads Together (NHT)
Learning Model in 7th Grade Students of SMPN 1
Tirtayasa in The Academic Year of 2023/2024

This thesis is definitely my own work. I am fully responsible for the content of this thesis. Other opinions or finding included in the thesis are quoted in the thesis are cited or quoted in accordance with ethical standards.

Bandar Lampung. 20 September 2023

Declared by,



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MODEL IN 7TH GRADE STUDENTS OF
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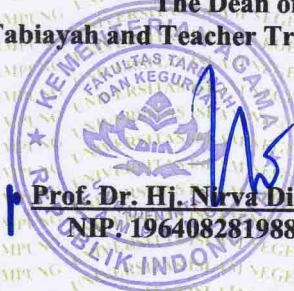
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ

مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees upon the earth were pens and the sea (was ink), added there seven (more) seas after (drying), the words of Allah would not be exhausted (in writing). In fact, Allah is Mighty and Wise”¹ (Q.S. Luqman : 27)



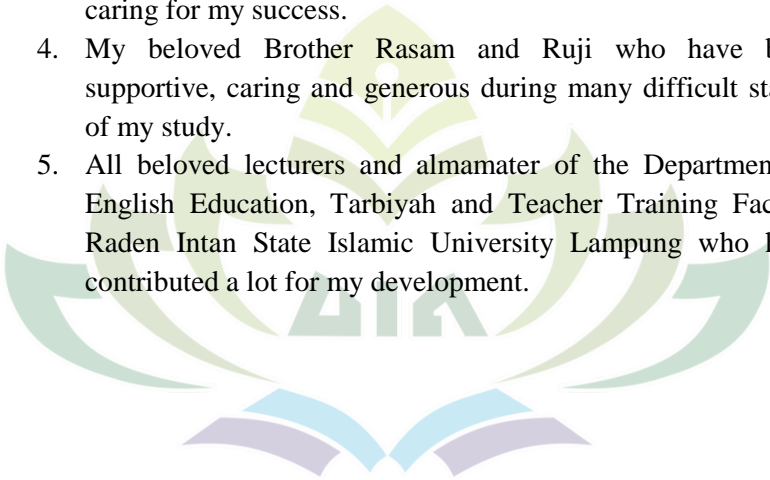
¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), 413.

DEDICATION

Bissmillahirrahmanirrahim...

Praise and gratitude to Allah Subanahu Wataalla for abundant blessing to me, and from the deepest part of my heart, this thesis dedicated to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Sukari and Mrs. Aminah who always pray for my success and give me motivation and support to always study hard.
3. My beloved Sister Suinah who always give me spirit and caring for my success.
4. My beloved Brother Rasam and Ruji who have been supportive, caring and generous during many difficult stages of my study.
5. All beloved lecturers and almamater of the Department of English Education, Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung who have contributed a lot for my development.



CURRICULUM VITAE

Supiyah was born in Serang on July 20th, 2000. She is the last child of Mr. Sukari and Mrs. Aminah. She has two brothers and one sister. She lives on Kp. Langgen, Desa Alang-alang, Kecamatan Tirtayasa, Kabupaten Serang, Provinsi Banten.

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Bandar Lampung, 20 September 2023

Supiyah

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First of all, praise to be Allah the almighty, the most merciful, the most beneficent for His blessing given to the researcher during her study and completing this thesis. Then, the best solutions and wishes be upon the great messenger prophet Muhammad SAW peace be upon him.

This thesis entitled “Improving Students’ Writing Achievement Through Numbered Heads Together (NHT) Learning Model In 7th Grade Students of SMPN 1 Tirtayasa” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Furthermore, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, it has to be admitted that nobody is perfect and fully aware that there are still a lot of weaknesses in this thesis. Therefore, the sincerely welcomes critics and suggestions from the redears to enchane the quality of this thesis. Furthermore, the expects that the thesis is useful for the researcher particularly and the redears generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 20 September 2023
The Researcher,

Supiyah

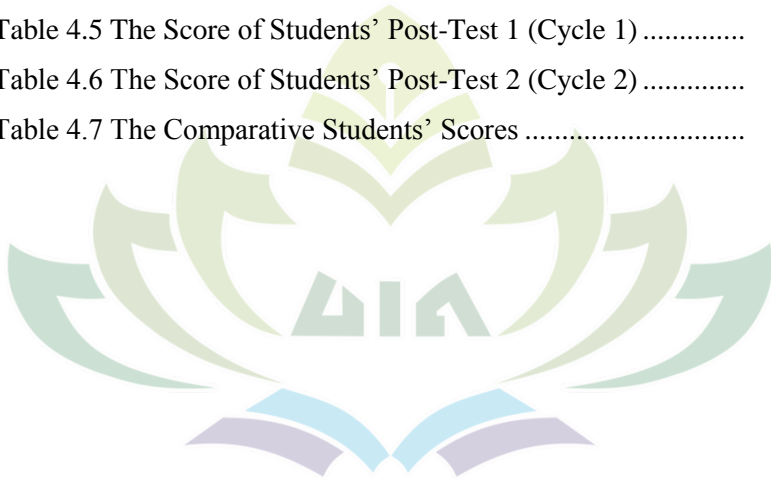
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CHAPTER I

INTRODUCTION

A. Title Confirmation

The title provided an overview to facilitate the process of making this thesis. So it is necessary to explain the terms related to this thesis. Thus, there was no misunderstanding about the meaning of the title and some of the terms used. In addition, this step is the process of pressing the problem to be discussed. In English subject, student felt bored and there is unmotivated to learn English on the grounds of that they have great difficulty understanding English subject especially students' writing achievement, so a learning model is needed that can support all activities so that they run well. Teacher also looking for learning model that can support students' writing achievement is Numbered Heads Together (NHT) learning model in 7th grade students of SMPN 1 Tirtayasa.

Improving is an effort made to improve value or quality to make it better. Another definition of improving is to get better, or to make something better. Operational improving explains the extent to which student learning achievement through Numbered Heads Together (NHT) learning model at SMP N 1 Tirtayasa can improve students' writing achievement.

Lestari and Holandyah defined writing achievement as the students' ability in expressing their ideas, thoughts, and feelings in writing that is measured by a writing test.¹ In this research, students' writing achievement test which given in the form of descriptive text.

Numbered Heads Together (NHT) is a cooperative learning model, which divided students into small groups of 3-5 students

¹ Lestari, A., Holandyah, M. "The Correlation Between Reading Attitude and Writing Achievement of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang," *Jurnal Pendidikan dan Pengajaran*, 2016: 45-52. Retrieved on July, 8th 2023, from: <https://jurnal.radenfatah.ac.id>

with various numbers given so that they can be responsible for their group assignments.

Learning model is a series of learning that provides a systematic description of carrying out learning activities to achieve certain learning goals. Suprijono stated that the learning model is a systematic procedure of learning how to interact in teaching and learning activities to achieve learning objectives.²

This research found improving students' writing achievement through Numbered Heads Together (NHT) learning model in 7th grade students of SMP N 1 Tirtayasa. Thus students' can master writing, especially aspects of writing material provided by the teacher in one learning model. Of course, this research made it easier for students. In addition, by using Numbered Heads Together, students motivated and interested. They are also happy because Numbered Heads Together (NHT) learning model involves many student activities in the learning process. In addition, the Numbered Heads Together learning model between student and teacher, it was easier and learning also continue to run well.

Thus, the title of the research is **“Improving Students’ Writing Achievement Through Numbered Heads Together (NHT) Learning Model in 7th Grade Students of SMPN 1 Tirtayasa”**.

B. Background of the Problem

English is the prominent international language in many sectors of development such as technology, commerce, research, tourism in the world. This language is also used with improving frequency in international communication. Most of the current information for many of these areas is usually available only in English. Advance English proficiency not only benefits many people during their studies but also helps with promotion and career development. All of these factors make English teaching crucially important.

² Suprijono, *Model-Model Pembelajaran Emansipatoris*, 1st Ed (Yogyakarta: Pustaka Pelajar, 2016), 53.

In Indonesia had undergone drastic changes recently, because of the spread information technology. The Institutional Level Curriculum states three goals of teaching English, especially for Junior High School. First, teaching English to develop students' achievement in communication whether in written or spoken form. Second, teaching English in order to raise awareness of the importance of English as one of the foreign languages to be main source of learning. Third, teaching English to develop students' comprehension about the relation between language and culture.³ From those goals, it can be seen that writing is one of the language skills that should be mastered integrated with listening, reading, speaking, writing skills.

In fact shows that in the modern world written language used for various purposes in people's daily life. The first, they were needs to write to express their social contact, such as greetings card, letters, and postcards. The second, writing is for enlightening information, for example in the forms of magazines, non-fiction, data of Pre research, reports, and newspapers. The third, writing is also used for entertainment, such as fiction books, comic strips, poetries, and games. Therefore, in order to be able to express all the purposes people need to be able to write well.

Based on the preliminary research, that many students at the seventh grade of SMPN 1 Tirtayasa had difficulties in understanding how to write correctly. To get the data of Pre research the interview was applied to the English teacher and the students of SMPN 1 Tirtayasa. By interviewing the teacher and to the students that the students' writing achievement of SMPN 1 Tirtayasa is still low. the students' problems in learning writing are the students still cannot gather the idea to write, and the students make mistakes due to lack of vocabularies, the teacher

³ Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Departemen Pendidikan Nasional, 2006).

still uses the traditional in teaching and learning process and they became bored.⁴

This research conducted preliminary research by looking at score of students' writing achievement, the distribution can be seen in Table 1.1.

Table 1.1
Students' Score of Writing Achievement at 7th grade of SMP N 1 Tirtayasa in the academic year 2023/2024.

No	Class	Score		Total
		≤70	≥70	
1	VII A	27	6	33
2	VII B	27	6	33
3	VII C	30	2	32
4	VII D	27	7	34
5	VII E	25	9	34
Total		136	30	166
Percentage		81.93%	18.07%	100%

Source: SMPN 1 Tirtayasa, Serang-Banten in the academic year of 2023/2024.

From the Table 1.1, it can be concluded that students got ≤70 are 81.93%. It means that the students' writing achievement is still low and students still under the criteria of minimum mastery. It caused the students were passive during lesson. Students' score of writing achievement of SMPN 1 Tirtayasa is 70. Teaching writing with appropriate learning model is crucial to make the writing class becomes more effective, interest, and enjoyable for the student.

Mr. Saehu explained that almost students need more motivation in English subject especially in writing skill.⁵ Based on interviewed by the teacher, the teacher also found some

⁴ Ahmad Saehu, the English teacher in SMP N 1 Tirtayasa

⁵ Ahmad Saehu, the English teacher in SMP N 1 Tirtayasa

factors of students' problems in learning English especially their writing skill. The students think that write a paragraph is most difficult one and they got the difficulties in gathering idea when they were going to write, because the students lack of vocabularies and difficult to find out the idea. It means that the English teacher must find some ways how to make students' writing achievement better than before.

There are many kinds of learning model in teaching writing. The learning model can attract students' motivation in learning English, so the students feel enjoyable and the students do not feel bored. From this reasons, the researcher would like to purpose a fun learning model in teaching writing especially in Descriptive Text by using Numbered Heads Together learning model. It is one type of Cooperative learning that emphasizes specific structures that are designed to improve student interaction patterns and have a goal of improving academic mastery.⁶ The students are actively involved in their groups discussing the topic and in building their skills in using the language. In addition, the teaching materials can be given before the students have the discussion with their group.

Classroom Action Research conducted for improving the students' writing achievement by giving topic and questions to be discussed through Numbered Heads Together (NHT) learning model. The research title was "Improving students' writing achievement through Numbered Heads Together (NHT) learning model in 7th grade students of SMPN 1 Tirtayasa". The research is conducted collaboratively with the English teacher so that the research can run well.

C. Identification of the Research

The problem can be identified based on the explanation above of the problem's background:

1. The students writing achievement is still low.

⁶ Spencer Kagan, *The Structural Approach to Cooperative Learning* (Educational Leadership, 1989), 12-15.

2. The students' have difficult to find out the idea.
3. The teacher is lack of using various technique in teaching writing skill, the teacher still uses the traditional teaching strategy.

D. Limitation of the Problem

In this research, focused on the improve students' writing achievement through Numbered Heads Together (NHT) learning model at seventh grade students of SMPN 1 Tirtayasa in the Academic year of 2023/2024.

E. Formulation of the Problem

The formulation of the problem in this research is based on the background of the problem, the identification and limitation of the problem, the research problem can formulated as follows:

How Numbered Heads Together (NHT) learning model improve students' writing achievement in seventh grade students of SMPN 1 Tirtayasa in the Academic year of 2023/2024?

F. Objective of the Research

Based on the formulation of the problem stted above, this research is aimed to find out the improvement of students' writing achievement in seventh grade students of SMPN 1 Tirtayasa in the Academic year 2023/2024.

G. Significance of the Research

The result of this research, expects that the result of this research are as follows:

1. Theoretical

This research to give information to the readers about the improving students' writing abchievement through

Numbered Heads Together (NHT) learning model in 7th grade students of SMPN 1 Tirtayasa.

2. Practical

a. For the teachers

Hopefully, the result of this research motivated the English teacher to carry out the learning model to make the learning activities. The teacher could use Numbered Heads Together (NHT) learning model in teaching and learning to influence students' writing achievement.

b. For the students

The action given to the students in teaching writing by using Numbered Heads Together (NHT) learning model, to give students a new experience. Furthermore, the action given hopefully will make the students to be interested and motivated in writing for their writing achievement.

c. For another researcher

It is hoped that the findings of this research can be useful as the resource of their reference for other researchers to conduct further research dealing with other skills such as classroom action research on improving the students' reading comprehension achievement by using Numbered Heads Together (NHT) learning model.

H. Relevant Research

The assumptions were also supported by some previous research. They were several relevance studies to this research as follows:

1. Khairani and Zainuddin, used classroom action research in his study titled "Improving Students' Achievement in Writing Report Text Through Numbered Heads Together" In this research, based on the writing test score, students' score kept improving in every test. In test I, the mean was 66,4375, in test II the mean was 78,125 and in test III the mean was

87,5625. Based on the observation sheets and questionnaire sheets, it was found that the teaching learning process ran well. Students were active and interested in writing. The result of the research showed that Number Heads Together (NHT) significantly improved students' achievement in writing report text.⁷

2. The second research was conducted by Nadya in her research entitled "The Influence of Using Numbered Heads Together Technique Towards Students' Descriptive Text Writing Ability At The First Semester of The Eighth Grade of SMPN 1 Jati Agung South Lampung In The Academic Year of 2018/2019" Based on the computation, it can be concluded that there was a significant influence of using Numbered Heads Together Technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.⁸
3. The third study was conducted by Puspawati, her research entitled "Improving The Grade VIII-B Students' Writing Achievement And Active Participation By Using Numbered Heads Together (NHT) Technique At SMP Muhammadiyah 6 Wuluhan" this research was classroom action research. In the first cycle, the results of the action could improve the students' writing achievement. The mean score improved from 58.08 in writing test before the implementation of the research to 63.62 in cycle one. However, it could not achieve the target mean score that was 65. Moreover, the percentage of the students' active participation in cycle one was only 37.14 %. Meanwhile, in cycle two, Numbered Heads

⁷ Yunita Khairani and Zainudin, "Improving Students' Achievement in Writing Report Text Through Numbered Heads Together" (Medan: Unimed). From: <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/viewFile/335/143>.

⁸ Intan Devita Nadya, *The Influence of Using Numbered Heads Together Technique Towards Students' Descriptive Text Writing Ability At The First Semester of The Eighth Grade of SMPN 1 Jati Agung South Lampung In The Academic Year of 2018/2019*, (Lampung: Tarbiyah And Teacher Training Faculty, Raden Intan State Islamic University Lampung, 2019)

Together (NHT) technique could improve the students' writing achievement, that was 71.17. Further, the students' active participation in cycle two was 75.71 %. These mean that the actions in cycle two were necessary stopped. The research proved that Numbered Heads Together (NHT) technique could improve the students' writing skill achievement.⁹

From the explanation of three previous studies above, the similarity of this research with previous research is as follows:

1. Use the Numbered Heads Together (NHT) learning model in overcoming the problem.
2. Use picture as media in learning writing.
3. Use classroom action research.

Than there are several differences that distinguish this research from previous studies, including:

1. This research was conducted in first semester at SMPN 1 Tirtayasa.
2. This study uses Numbered Heads Together (NHT) learning model.
3. The subject of this research is 32 students.

I. Systematic Discussion

The systematic used in the discussion in the research is arranged based on chapters that are divided into three chapters.

1. Chapter I Introduction

This chapter contains of the title confirmation, background of the problem, identification and limitation of the problem, objective of the research, significance of the research, relevant research and systematic discussion.

⁹ Febriana Ratih Puspawati, *Improving The Grade VIII-B Students' Writing Achievement And Active Participation By Using Numbered Heads Together (NHT) Technique At SMP Muhammadiyah 6 Wuluhan*, (Jember: Faculty of Teacher Training And Education, Jember University, 2018).

2. Chapter II Review of Literature

This chapter contains various theories and references that form the basis for supporting studies in this research. The theory used in this research is the theory of students' writing achievement and numbered heads together.

3. Chapter III Research Method

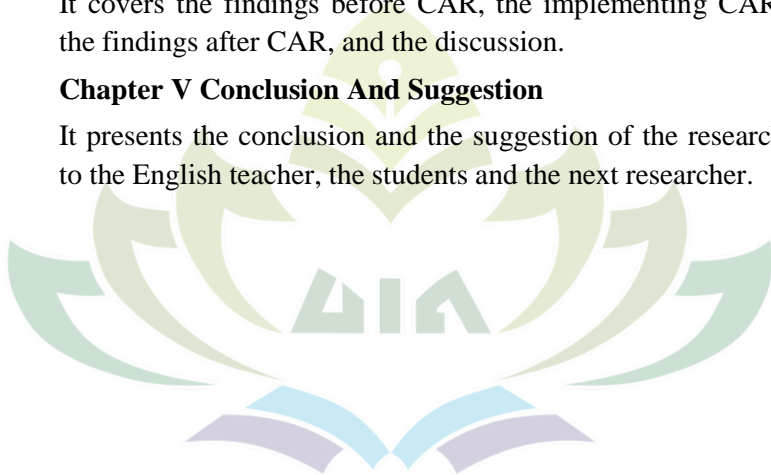
This research contains time and place of the research, research design, subject and setting of the research, procedures of the research include, preliminary observation, planning, implementing, observing, and reflecting.

4. Chapter IV Findings And Discussions

It covers the findings before CAR, the implementing CAR, the findings after CAR, and the discussion.

Chapter V Conclusion And Suggestion

It presents the conclusion and the suggestion of the research to the English teacher, the students and the next researcher.



CHAPTER II

REVIEW OF LITERATUR

A. Frame of Theory

1. Concept of Writing Achievement

Writing can be said to be act of forming graphic symbols, making marks on flat surface of some kind.¹⁰ It is a way to gain control our ideas and get them down on paper. Writing is a complicated activity for many students. According to Byrne, a writer has to organize her/his sentences into a text, into a coherent and cohesion whole which is as explicit as possible and complete in itself, that she/he is able to communicate successfully with her/his reader through the medium of writing. Thus, it can be stated that writing is one productive skills, which contains of a complex process to produce and to express ideas in graphic symbols to the reader.

Richards and Renandya stated that the difficulties in writing are the need to generating and organizing ideas, but also in translating these ideas in a readable text.¹¹ In writing, more time and energy can be spent on cognitive activities such as planning and information retrieval. A writer must devote a considerable amount of cognitive energy simultaneously managing several different kinds of information about acceptable forms of written text.¹² Thus, create ideas and collect information in writing is important because ideas will be organized into read and written by others.

Writing is medium for communication, it helps us connect to others, and the reader must understand the purpose

¹⁰ Byrne, *Teaching Writing Skill*, (London: Four Strong Printing Company, 1984), 1

¹¹ Richards, J., & Renandya, W. *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 303.

¹² Linse, Carlone T, *Practical English Language Teaching: Young learner*, (New York: Mc. Graw Hill), 18.

of our writing, what we are going to inform.¹³ It means that in writing we should make it clearly so the reader can understand what message we want to convey.

From the explanation above, it can be concluded that writing is an activity in expressing the idea in form of written. When we write, our mind gets an idea and expresses the idea by symbols. Letters are arranged to be words and the words are arranged to be sentences. Thus, the writer can give the information to the reader about their idea by using writing. It means, writing skill is important to master that this skill to express the idea and thought on their mind and students can get the information in writing. Moreover, to know how successful the students master writing skill, measuring their achievement is badly needed.

As supported by Heaton an achievement measures a student's mastery of what should have been taught. Furthermore, Hughes states that achievement is directly related to language course, their purpose being to establish how successful individuals, students, groups of the students, or the courses themselves have been in achieving objectives. In this classroom action research, writing achievement is based on the student's improving level of English writing skill that the student has mastered in the form of scores based on aspects of writing.

Concerning with the student's writing achievement, a scoring system can be used as the indicators. There are five writing aspects as the indicators to evaluate the student's writing.

- 1) Content (refers to substance of writing, the experience, the main idea/unity).
- 2) Organization (refers to logical organization of the coherent/coherence)

¹³ Ann Raimes, *Technique in Teaching Writing*, (England: Oxford University Press, 1983), 129.

- 3) Vocabulary (refers to the selection of words those are suitable with the content)
- 4) Language (refers to use the correct grammatical and syntactic pattern)
- 5) Mechanics (refers to use graphic conventional of the language).¹⁴

Based on the explanation above, it can be concluded that in order to master writing skill, one should consider the aspects of writing because all of them are related to each other. However, in this research, the writing achievement is focused on the students' achievement of content, organization, vocabulary, language, and mechanics.

2. Concept of Writing Process

Writing process is the stage writer goes through in order to produce something and its final written form. This process of course, be affected by the content of the writing, the type of writing (shopping, list, letters, essays, report, and novel) and the medium of written in (paper, pen, computer, live chat, etc).¹⁵ In writing process, the writer seems to have the most important cognitive implication.¹⁶ Thus, writing is a process of our mind to produce a good written start from beginning until the last in writing, the writer not only express his/her mind in form of written, but also we should have understand about the message that we want to convey to the reader.

Writing is process as classroom activity incorporate the five main writing stages: Planning (prewriting), drafting (writing), revising (redrafting), editing and publishing.¹⁷

¹⁴ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), 130-131.

¹⁵ Jeremy Harmer, *The Practice Of English Language Teaching, Third Edition*, (New York: Longman, 2001), 4.

¹⁶ Sara Chusing Weigle, *Assessing Writing*, (London: Cambridge University Press, 2002), 17.

¹⁷ Linse, *Op. Cit*, 4

1) Planning (Prewriting)

Prewriting is an activity to stimulate students' thought to write. It is help you generate ideas and gathers information for writing.¹⁸ It is used to find out ideas in our mind so we can organize them in written. It can help people to clarify the thinking processes and make people think more clearly about the subject they want to write.

2) Drafting (Writing)

Drafting is time to the writer especially students put their idea on paper or other media. The purpose of drafting is to make the students focus on their ideas and get them on paper without the distraction or fear of making mistake in punctuation, grammar, capitalization or the neatness of the draft.

3) Revising (Redrafting)

Revising is often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.¹⁹ In this stage, students can improve what have been written by adding new ideas to support the topic that do not support the topic.

4) Editing

Editing involves the thorough checking of the text to ensure that there are no errors. In editing, the students edit for grammar, word forms, word orders, spelling, punctuation etc.

5) Publishing

In this stage, the writer proudly displays their writing because it takes all courage and see the written to the publication.

¹⁸ Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, (New York: Longman, 1998), 3.

¹⁹ Harmer, *Op. Cit*, 5.

Based on the statement above, writing process is a term used in teaching. Writing process is an activity to produce a good written language that is suitable with the rule or process of writing. The students can make a good written if they follow the process of writing, such as they begin with planning, drafting, editing, and publishing.

3. Concept of Teaching Writing

Harmer stated that the most important reason for the teaching writing of course is that a basic of language skills.²⁰ The process of teaching writing is not an easy option for teachers and students.²¹ In teaching writing, first students write a composition in the classroom which the teacher corrects and hands back the next day covered in red link. Before getting students to write we can encourage them to think about what they are going to write by planning the content and sequence of what they will put down on paper. Furthermore, teaching writing for the student of English is more important than other language skills and the teacher must give the example for the student so the student can easily practice writing.

The teacher is teaching writing in the classroom, it has many activities that the students do in learning. The teacher not only ask students to write composition or sentence, but also focus on students activities in language practice and make them more active. When teacher teach writing course, students does not only teach about develop ideas in writing, but also attention of how to write English sentence grammatically and systematically. Thus, the teacher is important to make the students should pay attention during the learning.

Based on the explanation above, it can be concluded the teaching writing is not only ask to students to write

²⁰ Jeremy Harmer, *The Practice Of English Language Teaching, Fourth Edition*, (Edinburgh Gate: Longman, 2007), 23.

²¹ Harmer, *Op. Cit*, 13.

composition and sentence, but also focus on students activities in language practice and make them more active. Students are quite difficult to understand how to learn writing and it not easy because the students should learn some components. It means, the teacher must be able to teach writing easily to make the student feel to viable to learn.

4. How to Measure Writing

It is done to avoid subjectivity of scoring. The grade of writing achievement is taken from criteria of writing test.

Table 2.1
Scoring writing rubric adapted from C.Tribble²²

Criteria	Score	Level
Content	20-17	Excellent: knowledgeable, substantive.
	16-12	Good: some knowledge of subject, adequate range.
	11-7	Fair: limited knowledge of subject, little substance.
	7-5	Very poor: Does not show knowledge of subject, non-substantive non- pertinent, not enough to evaluate.
Organization	20-17	Excellent: Fluent expression, ideas

²² Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), 130-131.

	16-12	clearly supported/stated, well organized, succinct, cohesive, logical sequencing.
	11-8	Good: Some what choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	7-5	Fair: Non-fluent, ideas confused or disconnect.
		Very poor: Does not communicate, no organization, not enough to evaluate.
Vocabulary	20-17	Excellent: Sophisticated range, effective word/idiom choice and usage, word form.
	16-12	Good: Adequate range, frequent errors of word/idiom form.
	11-8	Fair: Limited range, frequent errors of word/idiom form.
	7-5	

		Very poor: Essentially translation, little knowledge of English vocabulary.
Language	30-24	Excellent: Effective complex constructions, few errors of agreement.
	23-18	Good: Effective but simple constructions, mirror problems in complex construction, several errors of agreement.
	17-10	Fair: Major problem in simple/complex constructions, frequents errors of negation.
	9-6	Very poor: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
Mechanics	10-8	Excellent: demonstrates mastery of conventions, for errors of spelling, punctuation, capitalization, paragraphing.

	7-5	Good: Occasional errors of spelling, punctuation, capitalization, paragraphing.
	4-2	Fair: Frequent errors of spelling, punctuation, capitalization, paragraphing.
	1-0	Very poor: No master of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing not enough to evaluate.
Final score : (C+O+V+L+M=20+20+20+30+10=100)		

5. Concept of Descriptive Text

a. Definition of descriptive text

Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and or sounds.²³ It can be an animal, a person, a tree, or place. And also it can be about love, belief, or hate.²⁴ Descriptive is containing two components: idea and describe by which a writer describes an object as his/her topic. Additionally, descriptive text is a text which list

²³ Alice Oshima and Ann Hogue, *An Introduction to Academic Writing*, (New York: Longman, 1997), 50.

²⁴ Sanggam Sihan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), 89.

the characteristic, says person or thing is like. It is purpose to describe and reveal a particular person, thing or place.²⁵

Based on the statement above, it can be concluded that descriptive text is presenting observations about the characteristics of someone or something in a sentence. The purpose of descriptive text is clear, namely to explain, describe an individual or an object.

b. Generic Structure and Social Function of Descriptive Text

Descriptive Text has social function to describe a particular person, animal, place or thing. There are several sets of generic structure. As following are:

a. Social Function

To describe particular person, animal, place or thing.

b. Generic Structure

There are two elements in descriptive text, are as follows:

- 1) Identification: is opening statement identifies phenomenon to be described.
- 2) Description: is a series of paragraph about the subject describes parts, qualities characteristics.

c. Significant Grammatical Features

- 1) Focus on specific participants
- 2) Use of attribute and identifying process
- 3) Use of epithets and classifiers in nominal group
- 4) Use of simple present tense.²⁶

²⁵ Alice Oshima and Ann Hogue, *Op. Cit.*, 50.

²⁶ Hasan Walinono, *Bahasa Inggris la*, (Jakarta: Balai Pustaka, 1988), 60.

6. Grammatical Features of Descriptive Text

The grammatical features used in descriptive text, are as follows:

1) Adjective

Adjective are used to add extra information to nouns, be technical, and literary, depending on the text. For example:

It is black and white.

She has a cool dressing style.

2) Mental verb

Mental verbs are used when describing feelings in literary descriptions. For example:

She felt happy.

She liked dancing.

3) Action verb

Action verbs are used when describing uses/behaviors. For example:

A duck has three body parts.

Some duck have wings.

The duck lays the eggs.

Duck lives in groups.

4) Relational verb

Relational verbs are used when describing and classifying qualities/appearances and functions/parts of phenomenon (is, are, has, have). For example:

My favorite is brown because it is soft color.

5) Present tense

Present tense is predominantly used. For example:

Have, sings, eats, swims.

Example of Descriptive Text:

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is certainly important. That is why I love her so much. And here is my mother. (*Identification*)

My mother name is Aminah, She was born 48 years ago. She short, but not too short she is little fat. She has got long white straight hair. She is beautiful. She has got brown skin. Her hand so soft, the hand that have taught me to be kind person. She never stop support me. She always gives me some fine solutions when I have some problems. She always tells me to not give up so easily. (*Description*)

7. Concept of Numbered Heads Together

a. Definition of Numbered Heads Together

Numbered Heads Together is one of cooperative learning model was first developed by Spencer Kagan 1994. According to Kagan, Numbered Heads Together convey the idea that each student is given a number and that all the students make a group of work and the teacher call the number of students randomly.²⁷ Numbered Heads Together is an alternative teacher questioning technique that actively involves all students in collaborative, content-related discussions at the same time.²⁸

Numbered Heads Together is the activity that needs groups to do communication, sharing information with their group. Numbered Heads Together is a kind of group discussion. First, the teacher ask the students to sit on the

²⁷ Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publications, 2009), 6.20.

²⁸ Hunter, et al. "Numbered Heads Together as a Tier 1 Instructional Strategy in Multitiered System of Support" *Education and Treatment of Children*, Vol. 38, No. 3 (2015): 346.

group and each students are given a number. And the teacher is call a number randomly for presenting the result their discussion.²⁹ The purpose of this learning model is to give a chance to the student to share their ideas and find the best answer.

In addition, Yunita and Zainudin stated that Number Heads Together significantly improved students' writing achievement.³⁰ The students have to think original ways to come up with the solution of problems. it helps with their creative thinking skill by performing that there are many ways to solve a problem. Within Numbered Heads Together, cooperative learning are working together to make sense of what is going on, and represent what being learned.³¹ The students are given a positive response in apply of Numbered Heads Together learning model, and the students feel that this learning model make them more motivated, active in learning English.³²

The NHT learning model steps are basically the same as previous cooperative learners, only in this learning model there is a little modification that needs to be done, as in table 2.2.³³

²⁹ Miftahul Huda, *Cooperative Learning Method, Teknik, Struktur, dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar, 2013), 130.

³⁰ Yunita Kharani and Zainudin, "Improving Student's Achievement in Writing Report Text Through Numbered Heads Together" (Medan: Unimed), 13. <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/viewFile/335/143>

³¹ *Loc.cit.*

³² Rizqina Rachman and Vega Hesmantanya, *The Effectiveness Of Numbered Heads Together Technique In Teaching Writing Hortatory Exposition Text*, (Surabaya: Universitas Muhammadiyah Surabaya, 2016), 58. accessed July 12, 2023, <http://journal.um-surabaya.ac.id/index.php/Tell/article/view/354&ved>

³³ Chandra Kusuma Lestari, *Penerapan Metode Numbered Heads Together Untuk Meningkatkan Keaktifan dan Hasil Belajar Siswa Terhadap Mata Pelajaran Mulok Produktif Membuat Jajanan Tradisional*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015), 25.

Table 2.2
Syntax of Numbered Heads Together (NHT) learning model

Phrase	Activities of Teacher and Students
Phrase 1 (Numbering)	The teacher divided students into groups 1-5 people. And each group member is numbered 1 through 5.
Phrase 2 (Asking question)	The teacher asks a question to the students. The questions can be varied, specific and in the form of sentence.
Phrase 3 (Thinking Together)	The group discusses to find answer that is considered the most correct, and make sure all of the group members to know the answer.
Phrase 4 (Answering)	The teacher calls one number. And the appropriate student raises his/her hand and tries to answer the question for the whole class.

Based on the table 2.2 above, it can be concluded that the Numbered Heads Together (NHT) is a learning model that can be used for teaching writing by asking the students to work in group to tell each other about particular topic, each member of the group are responsible for learning the material. Thus, the students are able to processing information, communication, review of the material, developing thinking, and they can share their ideas in writing process with their group.

b. Concept of Teaching Writing by using Numbered Heads Together (NHT)

Writing is frequently useful as preparation for some other activities, especially when students write sentence as opening to discussion activities. The students are given time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find awkward and difficult.³⁴ Thus, it means that writing are activities to know ideas, feelings, and thoughts as near to what you want to convey with good organization of written language which require some stages. The students will feel bored if teaching and learning writing process is not conducted various learning model.

The process of teaching writing is not easy option for teachers and students.³⁵ When the teacher is teaching writing in the class, it has many activities that students in learning. The teacher not only asked students to write sentence or composition, but also focus on students activities in language practice and make them more active.

Students are usually not active in the class. From the beginning it is importance for teacher to be able to create a more fun and interesting atmosphere in the class. Learning model is hoped to be able help students understand the concept in writing the purpose of learning.

Numbered Heads Together is learning model developed to train more students in the material included in the activities carries out by students. It is a learning model that provided opportunities for students to

³⁴ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), 33.

³⁵ *Ibid*, 13.

mutually generate ideas and considers the most appropriate answers.³⁶

Based on explanation, teaching writing by using Numbered Heads Together is one the way to help students to develop writing achievement, because students doing activities in collaborative form or make students work together to improve their English writing skill. Thus, teaching by using Numbered Heads Together can make students understand writing well because they are can ask with other friends about what they are writing, students are can share their ideas each other.

c. Procedure of Teaching by using Numbered Heads Together (NHT)

Basically Numbered Heads Together (NHT) is a variant of group discussion. The purpose of NHT is to provide opportunities for students to share ideas and consider the most appropriate answer. In addition, to increasing student cooperation, NHT can also be applied to all subjects and grade levels.

Kagan, who developed Numbered Heads Together (NHT) learning model describes that in this learning model the teacher gives numbers to each student and gives questions to every student based on their numbers. Kagan described the procedure of teaching by using Numbered Heads Together, namely:

- 1) The teacher divided class into several group (contain of 5 to 7 students). Each student in each group gets a number.
- 2) The teacher poses a question. Each member does it. The teacher poses a question to the class and tells groups they have a specifics amount of time to come on an answer.

³⁶ Huda, *Op.Cit.*, 138.

- 3) The group discusses to find answers that are considered the most correct, and make sure all of the group members know the answer.
- 4) The teacher called a number. The students who have the same number in each group. The students present the answers to the results of their group discussion.³⁷

d. Advantage and Disadvantage of Numbered Heads Together (NHT)

According to Kurniasih, there are some advantage and disadvantage of Numbered Heads Together (NHT) learning model, are as follow:

1) Advantages

- a) NHT is good to present and review material.
- b) The students are given the change to share the idea and consider the best answer.
- c) The student centered as the core of the teaching and learning process in other words the NHT makes the student as the center activity in the classroom and makes the teacher become a facilitator in the classroom.
- d) The NHT builds some accountability within groups and provided opportunities for formative assessment of individuals and groups.
- e) This learning model can be used in teaching listening, reading, speaking, and writing.
- f) Each student within the group has an equal opportunity to share.
- g) High degrees of interaction. All of student will be actively engaged in purposeful speaking and listening.

³⁷ Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publications, 2009), 6.30.

2) Disadvantages

- a) There are students who are afraid to be intimidated when given bad value to their members if in fact other students are less able to master the material.
- b) There are students who take a shortcut by asking for help to his/her friend to find the solution, the solution to reduce the point in the student who helped and assisted.³⁸

From the explanation above, it can be concluded that Numbered Heads Together has also some disadvantages. And to solve the problems be faced by teacher, the teacher need to organize the classroom well, and the learning time as best as possible to be on time.



³⁸ Kurniasih, Imas and Berlin Sani, *Ragam Pengembangan Model Pembelajaran Untuk Meningkatkan Profesionalitas Guru*, (Yogyakarta: Kata Pena , 2015), 30.

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