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IMPROVING THE GRADE VIII-B STUDENTS' WRITING ACHIEVEMENT AND ACTIVE PARTICIPATION BY USING *NUMBERED HEADS TOGETHER* (NHT) TECHNIQUE AT SMP MUHAMMADIYAH 6 WULUHAN

THESIS

Composed to Fulfill one of the Requirements to Obtain the S-1 Degree
at the English Education Program, Language and Arts Education Department,
Faculty of Teacher Training and Education, Jember University

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2010

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DEDICATION

This thesis is honorably dedicated to:

1 My beloved parents, Irbali, S.Pd, and Marni Kaca. Many thanks I cannot describe by words for your sacrifation to your daughter;

2 My beloved sister and brother, Yulia Agisni and Muhammad Derajat Karim;

3 My nice cousins, Fulliesha Fitry Ponsuw and Dyah Anjarwani R.

4 My best friends, Evi Puspitarini, Nurulia Dwi, Ana Zulfia, Dewi Khurwanani, and all akhwat “Al Ikhlas”, thanks for the great support.

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MOTTO

“Allâh burdens not a person beyond his scope. He gets reward for that (good) which he has earned, and he is punished for that (evil) which he has earned. "Our Lord! Punish us not if we forget or fall into error, our Lord! Lay not on us a burden like that which You did lay on those before us (Jews and Christians); our Lord! Put not on us a burden greater than we have strength to bear. Pardon us and grant us forgiveness. Have mercy on us. You are our Maulâ (Patron, Supporter and Protector) and give us victory over the disbelieving people."

(Al Baqoroh: 286)

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CONSULTANTS' APPROVAL

IMPROVING THE GRADE VIII-B STUDENTS' WRITING ACHIEVEMENT AND ACTIVE PARTICIPATION BY USING *NUMBERED HEADS TOGETHER* (NHT) TECHNIQUE AT SMP MUHAMMADIYAH 6 WULUHAN

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Jember, June 2010

The writer

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SUMMARY

Febriana Ratih Puspawati. 2010. **Improving the grade VIII-B students' writing achievement and active participation by using Numbered Heads Together (NHT) technique at SMP Muhammadiyah 6 Wuluhan.**

Thesis, English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, the University of Jember.

Consultants: 1. Dra. Musli Ariani, M. App. Ling
2. Drs. Bambang Suharjito, M. Ed.

Keywords: Writing achievement, Numbered Heads Together (NHT) technique, the grade VIII-B year students at SMP Muhammadiyah 6 Wuluhan

This research was a classroom action research. It was intended to improve the grade VIII-B students' writing achievement and active participation in teaching learning process. It was conducted at SMP Muhammadiyah 6 Wuluhan which was chosen by purposive method with the following considerations: (1) the researcher found the case at this school, (2) it gave benefits for the students and the teachers at this school because this research gave an input to improve the students' writing achievement and the students' active participation in the teaching learning process, (3) the school provided the data and the facilities needed for this research, and (4) the researcher had known the situation and the condition of the teaching learning process and the characteristics of the grade VIII students in each class. The subjects of the research were the grade VIII-B students under the consideration that they were low achievers and could not perform well in learning English. In addition, the data of the research were taken from the writing test and observation as primary data and the interview and documentation as supporting data.

The problem of the research were: (1) Can the use of Numbered Heads Together (NHT) technique improve the grade VIII-B students' writing skill achievement at SMP Muhammadiyah 6 Wuluhan?, (2) Can the use of Numbered Heads Together (NHT) technique improve the grade VIII-B students' active

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participation in teaching learning process at SMP Muhammadiyah 6 Wuluhan? To answer these problems, some actions in each cycle were then conducted collaboratively with the English teacher. The researchers gave four writing exercises by asking the students to write a narrative text guided by pictures in series by using Numbered Heads Together (NHT) technique. First, the researchers planned the action by preparing the material. Second, the researchers formed the students into 9 groups. Third, the researchers numbered the students from 1 to 4 each group. Fourth, the researchers posed questions related to the pictures in series. Fifth, the researchers asked the students to discuss the answers by putting their heads together. The last, the researchers called the number randomly. The students whose number was called write the answer on their answer sheet. These actions were continuously done until the results reached the target requirements of the research those were the students successfully achieved the target mean score that was 65 points and there were more than 70% of the students actively participated in the teaching learning process.

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 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. Therefore, the English teacher was highly recommended to use NHT technique to improve the students' writing achievement. It would be more motivating and could create supporting environment or good learning society by applying NHT technique in doing writing activity. Thus, it could improve the students' writing skill achievement and active participation.

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I. INTRODUCTION

This chapter highlights some aspects related to the topic of the research. It includes the background of the research, problems of the research, objective of the research, operational definition of the terms, and the significance of the research.

1.1 Background of the Research.

English is the dominant international language in many fields of development such as trade, research, technology, commerce, tourism, etc in the world. This language is also used with increasing frequency in international communication. Most first hand, 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 later also helps with promotion and career development. All of these factors make English teaching crucially important.

Because of the spread information technology, the goals of English education in non-English speaking countries, especially Indonesia have undergone drastic changes recently. The Institutional Level Curriculum (2006) 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. From those goals, it can be seen that writing is one of the language skills that should be mastered integratedly with reading, speaking, and listening skills.

The fact shows that in the modern world written language is used for various purposes in people's daily life. Firstly, they need to write to express their social contact, such as letters, postcards, and greeting cards. Secondly, writing is for

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enlightening information, for example in the forms of newspapers, magazines, non fiction books, and reports. Thirdly, writing is also used for entertainment, like comic strip, poetry, games, and fiction books. Therefore, in order to be able to express all the purposes people need to be able to write well.

According to Harmer (2004:3), in the context of education, it is also worth remembering that most exams, whether teachers are testing foreign language abilities or other skills, often rely on the student's writing proficiency in order to measure students' knowledge. However, writing is the difficult skill to master for foreign languge students. Students have difficulties in communicating thought in the written form.

Byrne (1984: 4-5) states some problems that make writing a difficult task are related to psychological, linguistic, and cognitive problems. Psychological problems relate to writers' problem in writing without the possibility of interaction or the benefit of feedback. Next, writers have linguistic problems in choosing an appropriate stucture for each sentence. Cognitive problems is the last problem faced by the writers. They have to learn how to organize their ideas which can be understood by the readers. In other words, those three problems are faced by foreign language students.

The previous research found out that working cooperatively can improve students' proficiency of English in all skills. Numbered Heads Together technique is one of the cooperative learning techniques. This research conducted by Christiani (2007: xiii) proved that there was a significant influence of Numbered Head Together learning on reading comprehension achievement of the grade VIII students of SMPN 1 Kalisat Jember in the 2007/2008 academic year. The degree of relative effectiveness of NHT technique was 12.14%. It means that the students' scores who were taught reading comprehension using NHT technique were 12.14% higher than the scores of the students who were taught reading comprehension using lecturing technique.

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Taking into account of that research conducted in the reading skill at Junior High School, further research at Junior High School in writing skill will be conducted. Based on the preliminary study in some schools, SMP Muhammadiyah 6 Wuluhan was chosen for some reasons. First, it was known that the eighth year students still get difficulties in learning English writing skill. What makes them have difficulties are because the students are lack of vocabulary and grammar mastery and having difficulties in term of generating and organizing their ideas. As supported by Byrne (1984: 5), writers get difficulty to organize ideas in such a way that they can be understood by a reader who is not present and perhaps by the reader who is not known to the writers. The students of SMP Muhammadiyah 6 Wuluhan took a long time to think before they started to write. They accustomed to use bahasa Indonesia first than translated their writing into English. Second, the teacher of the eighth year students of SMP Muhammadiyah 6 Wuluhan said that they were passive during the lesson. Third, the teacher got problems in teaching writing because of the students' low motivation for there is no supporting environment or good learning society. There was no an opportunity for students to collaborate or share their knowledge to each other since they had to do the task given individually. Fourth, the students' achievements were not at the normal average. The mean score of students' test was 58.08 while the standard passing grade of the school is 65. There is a high distinction between the higher achievement students and the lower achievement students. All the reasons influence their achievement in learning English, especially in writing.

In dealing with the students' writing problems, researcher tried to find an effective way of teaching to improve the students' writing achievement. Harmer (2004:11) stated that a suitable technique of teaching writing is required in enables students learning language easily. He adds that like many other aspects of English teaching, the type of writing the teacher gets the students to do will depend on their age, interest, and level. Considering the capability of foreign language students, it seems difficult to ask them write a composition individually because they have a bit

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competence needed to write English composition. Thus, it is badly needed to let them work cooperatively.

Making students work cooperatively will encourage the low proficiency and passive students to actively involve in group. It is stated by Olsen and Kagan (in Richards and Rodgers, 2001:192) that cooperative learning is a group learning activity organized so that learning is depending on the socially structured exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative learning provides students with more than just the opportunity to practice a specific academic skill. Students reinforce their own knowledge through working with others, as they support and, in turn, are supported by their partners or teammates. Cooperative learning also encourages the development of teamwork skills, like cooperation, communication, conflict-management, trust, and other important social skills. The development of these skills will not only help the students, but it can also help to bring a much more positive atmosphere to the classroom as a whole.

One of the techniques of cooperative learning is Numbered Heads Together (NHT) technique which can be applied to teach writing composition to the beginner foreign language students. 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.

Therefore, the researcher finds out an effective way to overcome the problem by applying Numbered Heads Together as a teaching technique in writing class. Numbered Heads Together (NHT) is a cooperative learning strategy designed to promote students' participation in small, heterogeneous learning groups (Maheady et al. in Kretlow, 2008: 12). In Numbered Heads Together (NHT) technique, the teacher breaks the students into heterogeneous groups of a high achiever, two average

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achievers, and a low achiever. The students and their group discuss a topic that every group member knows the answer. The goal of NHT is for all students to learn by working together, cooperatively. In addition, the social structure of the groups fosters heterogeneous friendships (Kagan, 1992). This condition can motivate the young learner's positive mood to learn English, including in writing a composition.

Numbered Heads Together technique can be an alternative which is suitable for the eighth year of SMP Muhammadiyah 6 Wuluhan, especially for VIIIB. The English teacher of eight year suggested VIIIB class as the research subject because of some reasons. First, the mean score of class VIIIB is the lowest of all. Their mean score for writing is 58.08. Second, most of the students in this class are lack of vocabulary and grammar mastery which influence their writing achievement. Third, the English teacher said that the students in this class are passive during the lesson. There are only 40% students who are active and able to do the required task on time. The last, the students have low motivation for there is no supporting environment or good learning society. Moreover, the English teacher did not apply Numbered Heads Together technique and this technique has never been conducted at this school. Therefore in this research the researcher is interested in conducting a classroom action research to improve the writing achievement of the eighth year of Junior High School students of SMP Muhammadiyah 6 Wuluhan in 2009/2010 academic year by using Numbered Heads Together technique.

Classroom Action Research will be essential to conduct for improving the students' writing achievement by giving topic and questions to be discussed through Numbered Heads Together (NHT) technique. The research title is *"Improving the grade VIII-B students' writing achievement and active participation by using Numbered Heads Together (NHT) technique at SMP Muhammadiyah 6 Wuluhan"*. The research was conducted collaboratively with the English teacher so that the research can run well.

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1.2 Problem of the Research

Based on the background of the research in the previous part, the problems of the research are stated as follows:

a. Can the use of Numbered Heads Together (NHT) technique improve the grade VIII-B students' writing skill achievement at SMP Muhammadiyah 6 Wuluhan?
b. Can the use of Numbered Heads Together (NHT) technique improve the grade VIII-B students' active participation in teaching learning process at SMP Muhammadiyah 6 Wuluhan?

1.3 Objective of the Research

Based on the problem, the objectives of the research are:

a. To improve the grade VIII-B students' writing skill achievement at SMP Muhammadiyah 6 Wuluhan by using Numbered Heads Together (NHT) technique.
b. To improve the grade VIII-B students' active participation in teaching learning process of writing.

1.4 Operational Definition of the Terms

The operational definitions of the terms are intended to avoid misunderstanding between the researcher and the readers about the concept used in this research. Those terms are operationally defined as follows:

1.4.1 Students' Writing Skill Achievement

Students' writing skill achievement shows the increasing level of English writing skill that the students have mastered after the implementation of the action, which is teaching writing skill by using Numbered Heads Together (NHT) technique. The students' achievement in writing skill can be known from the students' score of

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writing test. In this research the writing achievement is directed to the development of the students' writing in the aspects of writing. They are vocabulary, grammar, mechanics, and organization. The minimum standard score of English at SMP Muhammadiyah 6 Wuluhan is 65. Thus, in this research, the target means score of writing achievement is 65.

1.4.2 Narrative Text

Narrative text is a kind of genre that the basic purpose is to entertain, to gain, and to hold a reader's interest. It deals with additional information of something. It deals with some problems which lead to a climax and then turn into a solution to the problem.

In this research, writing skill will focus on narrative text because the students of Junior High School at eighth year learn how to compose this kind of text.

1.4.3 Teaching Writing Using Numbered Heads Together (NHT) technique

Teaching writing using Numbered Heads Together (NHT) shows the technique used by a teacher in teaching writing skill. NHT is a cooperative learning technique which consists of four students in each group. There are one high achiever student, one low achiever and two average achievers on a learning team. Each of group is given numbers of 1, 2, 3, and 4. Then, their teacher gives questions to the class. The students put their heads together to figure out the answer. After the teacher calls out a number, a student responds him by answering the question in written form on their answer sheet. This technique is chosen under the consideration that the students should give contribution for his/her group. It seems that in NHT, students practice both oral and written skill because before writing the answer, they have to figure out the answer by discussing it in group.

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1.5 Significance of the Research

The results of this research are expected to give contribution to the English teacher, students and future researchers.

1. **For the English teacher**

   The results of this research are expected to be useful for the English teacher as an input and consideration to use an effective technique in teaching, i.e. Numbered Heads Together technique to improve students' achievement in writing composition.

2. **For the Students**

   The action will be given to the students in the form of teaching writing by using Numbered Heads Together technique, to give students a new learning experience. Further, the action given, hopefully, will make the students to be motivated in writing for their writing achievement.

3. **For the Future Researchers**

   The research result can be used as a reference for other researchers to conduct further research dealing with other skills such as a classroom action research on improving the students' speaking achievement by using Numbered Heads Together (NHT) technique.

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II. RELATED LITERATURE REVIEW

This chapter consists of some aspects related to literature review. They are: (1) writing achievement, (2) narrative paragraph, (3) the teaching of paragraph writing at Junior High School, (4) cooperative language learning, (5) Numbered Heads Together (NHT) technique, and (6) action hypothesis.

2.1 Writing Achievement

Writing can be said to be the act of forming graphic symbols, making marks on a flat surface of some kind (Byrne, 1984:1). It is a way to gain control our ideas and get them down on paper. It is normally agreed that it is very difficult to work out writing as being structurally based. Writing is a complicated activity for many students. According to Byrne (1984:1), a writer has to organize his/her sentences into a text, into a coherent whole which is as explicit as possible and complete in itself, that he/she is able to communicate successfully with his/her reader through the medium of writing. From the statement, it can be concluded that writing is a complicated activity to produce and to express ideas in the form of graphic symbols to the reader (other people).

As supported by Richards & Renandya (2002) in Widodo (2006:173) that the difficulties in writing are the need to generate and organize ideas using an appropriate vocabulary, sentence, and paragraph organization and to turn such ideas in a readable text. The writer's mind has difficulty processing and retaining so much information at one time. When he/she writes, he/she is thinking about editing and generating ideas at the same time. These are conflicting processes: creating and destroying. It is unnatural, different from speaking which is natural and not frustrating; when a speaker speaks, he/she opens his/her mouths and words flow out easily. The speaker does not think about the grammatical correctness of the utterances, nor does he/she

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thinks about mechanics. He/she does not repeat utterances over and over to check for correctness or appropriateness. Speech takes place very quickly; the words are spoken and soon lost forever. On the contrary, most writing does not flow out smoothly. The writer writes a few lines, reread them, scribble out one of the lines and move on. He/she constantly checks for correctness.

On the other hand, Scott and Ytreberg (1992:69) state that even though there are difficulties in writing the foreign language, it is a useful, essential, integral, and enjoyable part of the foreign language lesson for some reasons. First, writing can help to mix learning in other skills, such as reading, speaking, and listening. Second, students' progress in the language can be seen from their writing activities. Third, writing can make a writer feel satisfied expressing what he/she wants to say in written word. In short, writing plays a crucial role in learning a language and offers a great experience.

From the explanation above, writing skill is important to master. Moreover, to know how successful the students master writing skill, measuring their achievement is badly needed. As supported by Heaton (1984:14), an achievement measures a students' mastery of what should have been taught (but not necessarily what has actually been taught). Moreover, Hughes (1996:13) states that achievement is directly related to language course, their purpose being to establish how successful individual 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 students' increasing level of English writing skill that the students have mastered in the form of scores based on the aspects of writing.

Concerning with the students' writing achievement, scoring system can be used as the indicators. In this classroom action research, the students' writing achievement will be evaluated by using analytic method. Weir (1990: 63) defines

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analytic marking refers to a method whereby each separate criterion in the mark scheme is awarded a separate mark and the final mark is composite of this individual estimates. Besides, Hughes (1996:86) states analytic method as a method of scoring, which requires a separate score for each of a number of aspects of a task is said to be analytic. So, it could be concluded that by using this method, each writing aspects can be scored separately. Hughes (1996:94) adds there are three advantages of using analytic scoring method, (1) able to measure the development of individual's sub skills in writing, (2) compels the scorer to consider some aspects of writing that might be often ignored, and (3) the different score given for each aspects makes the score more reliable.

There are five writing aspects as the indicators to evaluate the students' writing. Anderson (in Hughes, 1996:100-101) mentions the aspects are grammar, vocabulary, organization, mechanic, and content. 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 grammar, vocabulary, mechanic, and organization. Each aspect will be described in following sections.

2.1.1 Grammar

It is true that grammar is an important component of teaching writing. Bramer and Sedley (1981: 407) say that students learn grammar as a set of rules for making sentences. Students as the writers need to write a paragraph or a composition correctly using suitable grammar in order to make the writing acceptable for the readers. They think proper sentence construction and appropriate use of tenses. Conversely, inappropriate grammar makes negative effect on the students' writing quality. It is not easy to write using correct grammar. Thus, the students need to do a lot of practices in order to master grammar.

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It is found that most of the students in SMP Muhammadiyah 6 Wuluhan, especially for the eighth year get difficulties in writing because they lack of grammar knowledge. Consequently, if the students want to make a good writing, they should follow a very basic rules and convention of grammar in which they construct sentences. Farbairn and Winch (1996:108) suggest some devices to construct sentences with correct grammar. They state that all sentences should contain a main verb, verbs should agree with the nouns or pronouns, the tenses of the verbs should be consistent, and there should be no crucial or grammatically significant words missing. In this research, teaching narrative text will be conducted based on the syllabus of KTSP (Institutional Level Curriculum). In this narrative text, the language feature is the use of simple past tense. Thus, the focus on teaching grammar here is about the use of simple past tense.

2.1.2 Vocabulary

Bram (1995:48) states words determine whether a paragraph is good or not. According Hornby (2000:1506), vocabulary is all the words that a person knows or uses. It is the words that people use when they are talking about a particular subject. A writer won't get any difficulties if he has enough vocabulary to create appropriate a good writing. He needs to choose suitable words in the writing process: during writing, writing, and revising. A proper word in a proper situation will make the readers easy to understand the writing.

William (1970:14) divides vocabulary into two categories. They are large vocabularies as the rarer words (nouns, verbs, adjectives, adverbs) and small vocabularies, the commonly used belong almost entirely to parts of speech (preposition, article, conjunction, and pronoun). In addition, Wingersky (1999:58) classifies eight English vocabularies, namely noun, verb, adjective, adverb, preposition, pronoun, conjunction, and article. Noun can be as the subject or object of a verb. Noun is any word that names a person, place, or thing, for example: *Jason*

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(person), *city* (place) (Wingersky, 1999:59). Verb shows an action, such as *tumble, seems,* etc. It can also be in the form of to be, such as *is, am, are, was*, and *were*. Adjective describes nouns and pronouns such as *old, scrumptious,* and so on. Adverb modifies verb, adjective, and other adverbs. It answers "when", "where", "how", or "how much". For example: *beautifully, extremely, very,* etc. Preposition shows location, time, ownership/identification, or exclusion within the sentence. For instance, *in, out, under, from, to, of, on,* etc. Pronoun is a word that takes place of a noun, for example: *he, it, her, me, them,* and so on. Conjunction joins other words, clauses, and sentences such as *and, but,* and *or*. Article is the word *a, an* or *the* (Hornby, 2000).

2.1.3 Mechanics

Mechanics is crucial in writing. According to Bramer and Sedley (1981:509), mechanics relate to punctuation and spelling in writing enable the reader to recognize what the writer tends to say. As supported by Heaton (1984: 138), mechanical skill is the ability to use correctly the convention of written language. For examples, the use of spelling and punctuation. In this research, the mechanical skills evaluated will be emphasized on the use of punctuation and spelling because most of the students make mistakes on those two aspects of mechanics in their writing.

Punctuation is the name given to a variety of devices that is used to help understand the meaning of writing (Farbairn and Winch, 1996:81). Punctuation helps the reader understand the writing. If spoken utterance has voice, pitch, speed, stress, and gestures to indicate meaning, written sentences have punctuation marks to be visual symbols for the sounds of language (Harmer, 2004:10). The appropriate use of punctuation will help the readers to understand what will be communicated by the writer. Gerson and Gerson (1997:438-445) mention kind of punctuations, such as: *apostrophe (‘), colon (:), comma (,), hyphen (-), exclamation point (!), parentheses ( ), period/ full stop (.), question mark (?), quotation marks (“ “), semi colon (;).*

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However, there are only period *(.), question mark (?), exclamation point (!), apostrophe (‘),* and comma (,) that will be used in this research since the students often make some mistakes in placing those punctuation. Those marks are chosen since the English teacher said that those marks had been familiar and were most frequently found in the students’ writing.

Another mechanical skill is spelling. English spelling is different from English pronunciation. The importance of spelling is to make a good impression to the readers (Farbrain and Winch, 1996:104). However, poor spelling can make the meaning in each sentence ambiguous and the readers would be confused with the massage conveyed by the writer. The components that will be used as writing indicators in this research will be punctuation marks consisting of *period (.), question mark (?), exclamation point (!), comma (,), and apostrophe (‘)*, and spelling.

2.1.4 Organization

Organization is one of the important keys in making good writing. Organizational skill is the ability of students to arrange the ideas in logical order and cohesion, to create unified contribution to the whole paragraph. It is supported by Wingersky (1999:12), writing organization is organizing ideas into a rough outline that includes a main idea and supporting ideas. It means that to write a good paragraph, a main idea and evidences to support the main idea should be arranged and organized in a well organizational pattern to get the meaning across. How well writer’s evidences are organized determines how understandable it will be to the readers.

a. Unity

Each sentence in paragraph should develop and relate to the controlling idea. This is named unity. Bram (1995:20) states that the word ‘unity’ is synonymous with ‘oneness’. Unity refers to whether or not the text is on topic (UBC Writing Center,

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2007). All sentences in a paragraph should focus on one thing expressed in the topic sentence; all of the sentences stick together. Having unity is important at both the paragraph level and the essay level. A paragraph is unified when all of its sentences work towards the same end. Each phrase and sentence should illustrate, clarify, explain, support and/or address the idea that the topic sentence puts forward. An essay is unified when all of the paragraphs illustrate, clarify, explain, support and/or address the idea expressed in the essay's thesis statement. There may, of course, be more than one idea in a paragraph or an essay, but all are focused on one overall theme.

b. Coherence

Coherence is the way all the sentences should be clearly connected to each other (Wingersky, 1999: 45). Without connecting words or phrases, supporting ideas may be hard to follow and may even seem unrelated to the topic sentence and to each other. Coherence is what gives a piece of writing its flow. It also gives the reader a sense of what to expect and, therefore, makes the reading easier to follow as the ideas appear to be presented in a natural, almost automatic way. However, Kies (2009) says that coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Thus, when writing lacks coherence, the reader is forced to stop and reread. Occasionally, the reader may just give up out of frustration. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Coherence itself is the product of two factors, paragraph unity and sentence cohesion.

In line with this, Bram (1995:22) explains that a coherent paragraph consist of interrelated sentences that move in such a way that they smooth the way, one for the other. To achieve coherence, the writer needs to use the transitions, such as *however, although, finally, and nevertheless*.

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2.2 Narrative text

In this research, narrative text is chosen based on some reasons. First, narrative is taught in the eight year of Junior High School level, especially in the second semester. Second, the English teacher said that the students of SMP Muhammadiyah 6 Wuluhan are difficult in generating their ideas in sentences and then combining them into a good narrative text. Third, they get some difficulties in mastering the aspects of writing. They could not write all sentences with correct grammar. They lacked knowledge about tenses. They also did not have enough words and were not able to use them in a proper place. These problems are found in the students' writing.

According to Polkinghorne (1998) in Richardson (1990:21), narrative is the primary way through which humans organize their experiences into temporally meaningful episodes. We can find narrative in everywhere, present in myth, fable, short story, history, tragedy, comedy, fairy tales, and novels. The basic purpose is to entertain, to gain, and to hold a readers' interest (english online.com:2006).

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For Junior High School students, narrative text appears in the following guideline:

Table 2.1. Narrative Text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	SIGNIFICANT LEXICOGRAMMATICAL FEATURES
Narrative	To amuse, to entertain, and to deal with actual or various experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.	• Orientation: sets the scene and introduces the participants. • Complication: a crisis arises • Resolution: the crisis is resolved, for better or for worse. • Re-orientation: optional	Focus on specific and usually individualized Participants Used of Material Processes (and in this text, Behavioral and Verbal Processes) Use of Relational Processes and Mental Processes Use of temporal conjunctions and temporal Circumstances Use of past tense

(Depdiknas, 2004: 50-51)

2.3 The Teaching of Writing at SMP Muhammadiyah 6 Wuluhan

The students at SMP Muhammadiyah 6 Wuluhan get English subject twice a week. They have two periods per meeting which has 40 minutes/period. Totally, they have 160 minutes each week. The school applies institutional based curriculum (KTSP) in teaching all subjects. Moreover, there are three English teachers at that school. Each teacher teaches one level of class. Thus each teacher has to teach two classes in each level. Each student is provided a student's worksheet or LKS

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Formula. In addition, most of the students have a handbook from the school that is *English on Sky 2*. However, the handbook is not effectively used because the content does not cover all material they needed based on the curriculum.

In the teaching learning process, the teacher of eighth year explains tenses and kind of text first. He explains the lexicogrammatical features of the text. Then, he asks the students to make sentences based on the tenses given. Further, the students are asked to arrange them into a good paragraph and text. There are many kinds of texts taught in the English class and narrative text is one of them.

After explaining all features of a narrative text, the English teacher usually asks the students to arrange jumbled paragraphs into a good text. He also asks the students to find out the example of the text and then asks them to write down the narrative story on their paper. Sometimes he gives the students homework for practicing their writing and asks their writing product next meeting.

2.4 Cooperative Language Learning

Cooperative language learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and his motivation to increase the learning of others (Olsen and Kagan (1992:8) in Richard and Rodgers (2001:192). In addition, Richards and Rodgers (2001:192) state that cooperative language learning is an approach for teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It allows and encourages students to explain what they are learning to each other, learn each other's point of view, give and receive support from classmates, and help each other dig below the superficial level of understanding of the material they are learning.

Students in cooperative language learning can develop their social skill. As stated by Richards and Rogers (2001:197), social skill determines the way students

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interact with each other as teammates. They learn to take risks and are praised for their contribution. They are able to see points of view of others than of their own. Such benefits contribute to the overall satisfaction of learning and schooling. Students work with classmates who have different learning skills, cultural background, attitudes, and personalities. Heterogeneous groups promote student learning. These differences force them to deal with conflicts and interact with others. When teachers use cooperative language learning correctly, students learn more, enjoy it more and develop interpersonal and study skills that they will use for a lifetime.

In line with this, Johnson et al. (1994) in Richards and Rogers (2001:199) state that teacher has to create a highly structured and well-organized learning environment in the classroom, assigning students to groups, and roles, and selecting materials and time. It means that the teacher systematically organizes groups of several students to work and learn together. The students are often assigned roles in their group for completing the task. Students depend on each other to learn academic material while developing stronger social skills. Since the students work in a team to accomplish the academic goal, it produces a cooperative environment that can have a positive outcome for children of all abilities.

2.4.1 Basic Components of Cooperative Language Learning

Regarding the effectiveness of cooperative learning, there are five essential components proposed by Olsen and Kagan (1992) in Richards and Rogers (2001:196). They are as follows:

a. Positive Interdependence

According to Kagan (1994), positive interdependence relates to each group member's efforts are required for group success. It occurs when each group member depends on each other to achieve a shared goal or task they need each other to reach

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the desired goal. Positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Group members feel that what helps one member helps all and what hurts one member hurts all. This situation is created by the structure of cooperative learning tasks and building a spirit of mutual support within the group. For instance, a group may produce writing or the scores for members of a group may be averaged.

b. Face-to-face Interaction

Face to face interaction occurs when students work with other as a team. According to Kagan (1994), face-to-face interaction shows some activities. They are orally explaining how to solve problems, teaching one's knowledge to other, checking for understanding, discussing concepts being learned, and connecting present with past learning. They share their opinions and ideas, to make common understanding. Students promote each other's success of group members by praising, encouraging, supporting, or assisting each other.

c. Individual and Group Accountability

Individual accountability involves both group and individual performance, for example, by calling on a student at random a grade for his team (Olsen and Kagan in Richards and Rogers (2001:197)). Each group member is held accountable for his or her work. Individual accountability helps to avoid members from "hitchhiking" on other group members' accomplishments.

d. Social Skills

Chen (2005:46) describes social skills as an explicit teaching of appropriate communication, leadership, trust, and conflict resolution skills so that the team can function effectively. These skills help to build stronger cooperation among group members. Social skills for effective cooperative work do not magically appear when

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cooperative lessons are employed. Instead, social skills must be taught to students just as purposefully and precisely as academic skills.

e. Group Processing

Group processing leads a group product or an achieved task (Chen, 2005:46). It is an assessment of how groups are functioning to achieve their goals or tasks. By reviewing group behavior the students and the teacher get a chance to discuss special needs or problems within the group. Groups get a chance to express their feelings about beneficial and unhelpful aspects of the group learning process in order to correct unwanted behavior and celebrate successful outcomes in the group work.

These five essential components must be present for small group learning to be truly cooperative.

2.4.2 Models of Cooperative Language Learning

Cooperative language learning can be structured in many different models. There are some popular models of cooperative language learning that can be used in teaching learning process. Crandall (in Arnold, 1999:229) says that a number of books have appeared in the few years which provide hundreds of cooperative activities either designed for the language classroom or easily adapted for language learning. Moreover, some are designed for use in particular subjects. Olsen and Kagan (1992: 88) in Richards and Rodgers (2001: 198-199) describe some examples of cooperative language learning. They are three-step interview, roundtable, Think-Pair-Share (TPS), Solve-Pair-Share (SPS), Numbered Heads Together (NHT).

a. Three-Step Interview

According to Olsen and Kagan (1992: 88) in Richards and Rodgers (2001: 198) the procedures of three-step interview are: (1) Students are in pair; one is interviewer and the other is interviewee. (2) Students reverse roles. (3) Each shares with team member what was learned during the two interviews.

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b. Roundtable

Colorado (2007) states roundtable makes students take turn going around the group and naming items that fit the category. Students sit in team of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing one answer on the paper, then passing the paper to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve.

c. Think-Pair-Share (TPS)

TPS involves a three step cooperative structure. During the first step individuals think silently about a second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group (Kagan, 1994).

d. Solve-Pair-Share (SPS)

The procedures in SPS are: (1) Teacher poses a problem (a low consensus or high consensus item that may be resolved with different strategies). (2) Students work out solutions individually. (3) Students explain how they solved the problem in interview or Round Robin structures (Olsen and Kagan in Richards and Rodgers (2001: 198)).

e. Numbered Heads Together (NHT)

Kagan (1994) describes NHT as a team of four. Each member is given numbers 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the questions so that all can answer the questions. Teacher calls out a number and each pointed number is asked to give the answer.

2.5 Numbered Heads Together (NHT) Technique

Numbered Heads Together (NHT) is another small group learning method using student teams. This technique is developed by Kagan in 1993. The model will

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be used in this research under the reason that this technique can be easily adapted for teaching writing.

It is supported by Jacobs and Hall (2002) that NHT encourages successful group functioning because all members need to know and be ready to explain their group's answer(s). Furthermore, when students help their group mates, they help themselves and their whole group. The response given belongs to the whole group, not just to the group member giving it.

2.5.1 The Advantages of Implementing NHT Technique

NHT as one of technique of cooperative learning offers many advantages. Crandall (in Arnold, 1999: 2330234) mentions some benefits of it as follows:

a. Reducing Anxiety

NHT can lower anxiety in the language classroom because when students involved in their group, they get opportunity to work with one another and to share their opinion with their group's member. Moreover, Crandall (in Arnold, 1999:233) states that time to think, opportunities to rehearse and receive feedback, and greater likelihood of success reduce anxiety and can result in increased participation and language learning. They will get more time to think, and then it will increase their participation in learning activity so that it can reduce anxiety.

b. Promoting Interaction

NHT persuades students to interact with each other during learning activity. They work together as a team to gain their group success. Crandall (in Arnold, 1999:233) says that in cooperative classroom, students learn rely on each other and also have security of knowing that they will have several opportunities to rehearse contribution before they are asked to share it with larger class. It can be concluded that the students should respect one another's differences, support one another in learning process. They will gain group's success from each other's efforts.

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c. Increasing Self-Confidence and Self-Esteem

NHT can increase self-confidence and self esteem of the students. In this case, Slavin (in Arnold, 1999:234) states by encouraging group interdependence, cooperative activities build greater learners' confidence and self esteem.

d. Increasing Motivation

NHT can increase the students' enthusiasm in learning. It is because NHT encourages them to work in a small group, so they feel more comfortable in learning activity. They will help each other and will make everything easier. This situation can motivate students to continue to try participating at their group.

From the explanation above, it can be concluded that NHT as one of technique of cooperative learning is appropriate for teaching writing. It is because those advantages are needed by the students in practicing writing. It will be difficult for students to have idea if they feel anxious. Therefore, they will spend a long time to finish their writing. Group interaction will reduce their anxiety and make students feel more comfortable, because they may share opinion with others. Self confidence will increase their motivation to write. They will enjoy writing without any frustration. As a result, they will gain achievement in writing

2.5.2 The Procedures of NHT technique

There are six procedures in NHT technique (Leighton, in Cooper, 1999:281-282):

1. *Plan*. Identify appropriate material.
2. *Form teams*. NHT is heterogeneous groupings of students are used. Assigning students to four member teams, in general, it best to make teams approximately equal in the range of student ability. Arrangement of four students per learning team, with each team counting off from one to four is the beginning of Numbered Heads Together. There is one high achiever, one low achiever and two average achievers on a learning team.

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3. *Number students.* Give each student on team a number from 1 to 4 at random, so each student doesn't know the number he/she will get.
4. *Pose the questions*. Students sit with their small team while the teacher conducts the lesson. When the teams are settled and students are numbered, the teacher poses questions to the class and students confer with their team.
5. *Put heads together*. Giving the teams a few minutes to discuss the answer, have the students gather to think about the question and make sure that everyone in the group knows the answer. Because they do not know which member's number will be called.
6. *Call the number of respondents*. At the teacher's signal, the teams stop talking. The teacher calling out a number responds to the question. On each team, the student whose number was called writes the answer on the blackboard or a piece of paper. They may not receive any help from their team at this point.

2.5.3 The Procedures of Teaching Writing by Using NHT Technique

Based on the procedures of NHT technique above, the procedures of the teaching writing by using NHT technique are as follows:

1. *Plan*. Identifying the appropriate material; finding the suitable genre that will be taught based on the syllabus in the second semester of the eighth year at junior high school. In this case, narrative text will be taught includes its generic structures and lexicogrammatical features.
2. *Form teams*. Dividing the class into 9 groups (based on the number of students, that is 36), then assigning to four members teams.
3. *Number students*. Giving each student on team a number from 1 to 4 at random, so each student doesn't know the number he/she will get. In this research, the number will be in the form of numbered card that will be used by each student in order to make easier the teacher and observer in observing their involvement in teaching learning process.

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4. *Pose the question*. Giving series of pictures, and then posing a question related to the pictures.
5. *Put heads together*. Giving the groups a few minutes of "heads together" to discuss the answer. Having the students gather to think about the question and making sure that everyone in the group knows the answer. Because they do not know which member's number will be called.
6. *Call the number of respondents*. Giving the students signal, the teams stop talking. Calling out a number responds to the question. On each team, the student whose number was called writes the answer on the blackboard or a piece of paper. They may not receive any help from their team at this point. If they didn't pay attention during the discussion, they may lose the correct answer.

2.6 Action Hypotheses

Based on the theory above, the action hypotheses of this research can be formulated as follows:

a. The use of Numbered-Heads-Together (NHT) technique can improve the grade VIII-B students' writing achievement at SMP Muhammadiyah 6 Wuluhan.
b. The use of Numbered-Heads-Together (NHT) technique can improve the grade VIII-B students' active participation in teaching learning process at SMP Muhammadiyah 6 Wuluhan.

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III. RESEARCH METHOD

This chapter presents the research methods applied in this research. They cover research design, area determination method, subject determination method, data collection method, research procedure, data analysis and reflection. All of these are emphasized in the following sections.

3.1 Research Design

This research was proposed to give actions to improve the eighth year students' writing achievement by using Numbered Heads Together technique. Therefore, the classroom action research with the cycle model was applied in this research. This research was done in collaboration with the English teacher.

Dealing with the action research, Elliot (1991:69) states that an action research is the study of a social situation that is suitable in the educational field with a view to improve the quality of the action. The study which is conducted by a teacher in his/her own class by planning, implementing, and reflecting action collaboratively to improve the students' achievement. Therefore, this research was aimed to improve the students' writing achievement through Numbered Heads Together (NHT) technique.

The preliminary study was performed to get information about the problems faced by the students in English writing. It was conducted on September 2nd, 2009 and April 17th, 2010 by interviewing the English teacher of SMP Muhammadiyah 6 Wuluhan. Then, the design of a classroom action research was constructed with the English teacher after identifying and formulating the research problem. In conducting a classroom action research, the researcher conducted the research into cycle models based on the model of Elliot (1991:70) in which each cycle covers four stages of steps. They are: (1) planning the action, (2) implementing the action, (3) observing

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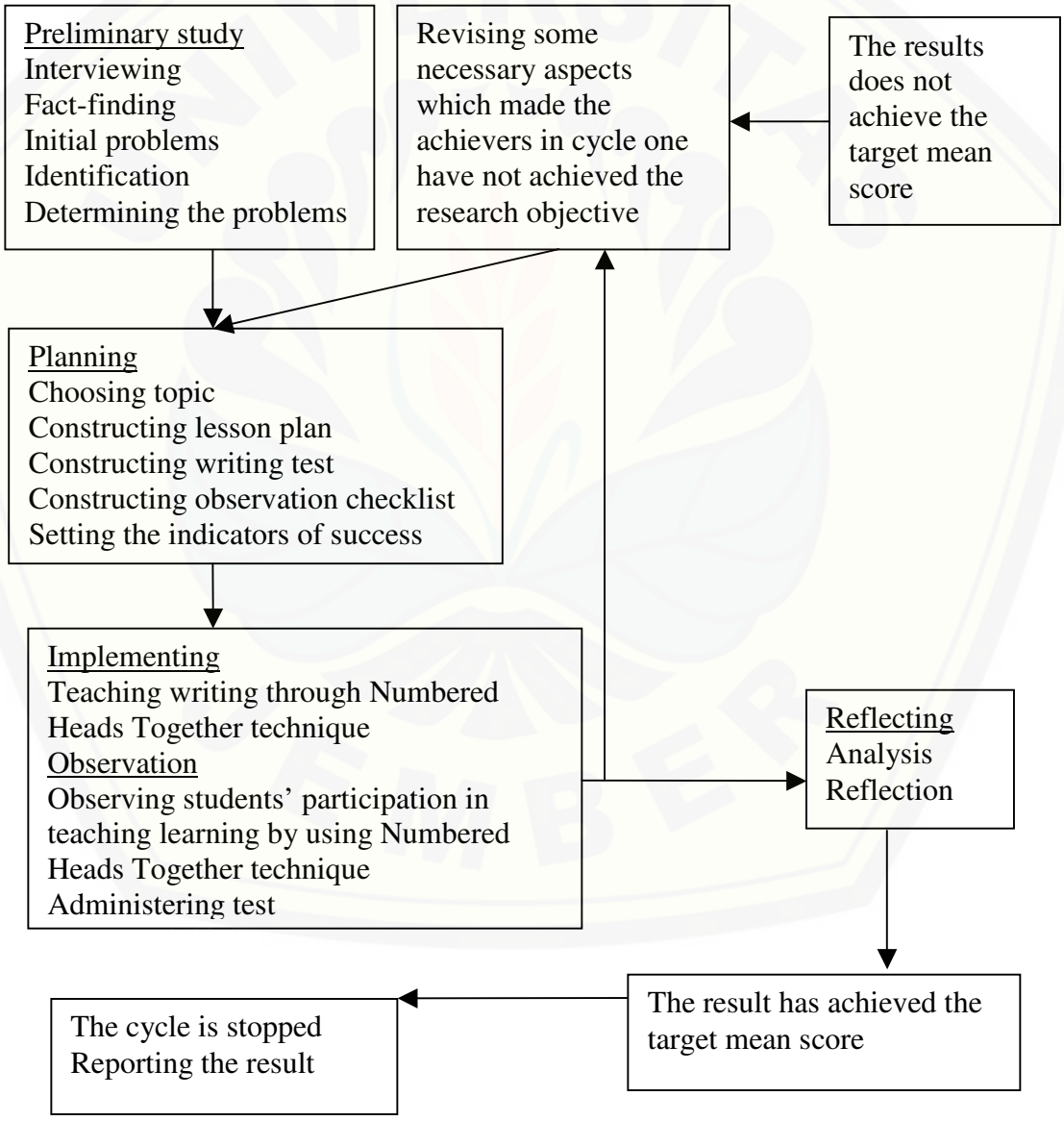
and evaluating, and (4) analyzing the data and reflecting the action. The actions given to the subjects are teaching writing by using Numbered Heads Together (NHT) technique. This research set and carried out in two cycles collaboratively with the English teacher.

The design of this classroom action research is illustrated in the following diagram.

3.1 The design of the Classroom Action Research



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(Adapted from Lewin, in Elliot, 1991:70)

The procedures of the action research stated with preliminary study as follows:

1. Doing the preliminary study to identify the problems that are faced by the students and the teacher in the teaching and learning of writing.
2. Interviewing the previous eighth year English teacher to know the technique used by the teacher in teaching writing.
3. Finding out some documents to gain the supporting data to know the mean score of the students' previous writing achievement.
4. Finding out the class that has the most complex problem in writing as the subject of the research.
5. Planning the actions (constructing the lesson plans for the first cycle consisting of two meetings).
6. Implementing the actions in cycle 1 by using Numbered Heads Together (NHT) technique (meeting 1 and meeting 2) will be carried out by the researcher since she has become the teacher in that class.
7. Observing the subjects' participation in conducting Numbered Heads Together technique in cycle 1 done by the English teacher in charge.
8. Administering writing test in the form of writing a narrative text.
9. Analyzing the result of the writing test and observation quantitatively. Then classify the result of writing test qualitatively based on the classification of the score levels.
10. Reflecting the result of the classroom observation and the writing achievement test of the first cycle.
11. If the results of the writing test in the first cycle has not fulfilled the standards mean score requirement that is 65 (in the fair category), the lesson plan of the first cycle will be revised.

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3.2 Area Determination Method

The area determination of this research was conducted by using purposive method. According to Arikunto (1996:127), purposive method is a method used based on certain purposes and reasons. It means that, in purposive method, the researcher must be sure that the population chosen is suitable with his/her purposes of the research conducted. This classroom action research was conducted at SMP Muhammadiyah 6 Wuluhan. This school was determined purposively as the research area for some reasons, i.e.: (1) the researcher found the problem at this school, (2) Numbered Heads Together (NHT) learning had never been used in teaching English, especially for teaching writing, (3) it gave benefits for the students and the teachers at this school because this research gave an input to improve the teaching learning process, (4) the school provided the data and the facilities needed for this research, (5) the researcher had known the condition of the teaching learning process, and the characteristics of the grade VIII students in each class since she has become a new teacher there. Therefore, the researcher has an easy access to conduct the research at this school.

3.3 Subject Determination Method

The subjects of the research were chosen by purposive sampling in which the sampling is chosen based on certain purpose and reasons (Arikunto, 1996). The subjects of this research were the eighth year students of SMP Muhammadiyah 6 Wuluhan in the 2009/2010 academic year. There were two parallel classes which consist of 37 students in grade VIII-A and 36 in grade VIII-B. From the two classes, the researcher took one problematic class purposively that was based on the researcher's observation in her class.

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The researcher chose one of those classes purposively to be the subject of the research that is VIIIB based on some reasons. First, the mean score of class VIIIB was the lowest of all. The mean score for writing in grade VIII-A was 64. In contrast, the mean score in grade VIII-B was 58.08. Second, the students in grade VIII-B were passive in giving response during the lesson. Third, the level of intelligence of the students in this class was heterogeneous. It means that in grade VIIIB 20% of the students are high achiever, 35% of the students are low achiever, and 45% of the students are average achiever. Fourth, they were passive in learning. They just got the English lesson based on their workbook that is *Formula.*

3.4 Data Collection Method

There are two kinds of data that were gained. They were primary data and secondary data. The primary data was taken from the writing test and observation in each cycle and the supporting data were taken from interview and documents. The following sections will discuss the methods used to collect the primary and the supporting data in this research.

3.4.1 Writing Test

In this CAR, the test that was applied is achievement test. According to Heaton (1990:14), a test of achievement should be measuring the students' mastery of what have been taught (but not necessarily what has actually been taught). Generally, there are two forms of test: *essay test and objective test*. Essay test is a kind of test that demands the students to answer them in the form essay and use their own words, while objective test needs only short answer or choose a certain code that represent the right option. Thus, this research conducted achievement test in the form of essay test.

There are requirements that must be fulfilled in order to be a good test. Hughes (1996:9) states that to be a good test, it needs validity and reliability. As

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supported by Heaton (1984: 59), a valid test should measure accurately what is supposed to be measure. The validity can be classified into content validity, construct validity, and face validity (Hughes, 1996:26). This research used content validity because the materials were constructed based on the 2006 Institutional Level Curriculum and was consulted to the English teacher in charge and the consultants before test was given to the students.

The writing test that was given to the students was an essay test in the form of a narrative text. The test was made by the researcher based on the indicators of writing used in this research. They included vocabulary, grammar, mechanics, and organization. The researcher asked the students to make a short text based on the topic given (it was supported by pictures in series). The text consisted of at least 80 words (10 sentences). It was constructed in the third meeting of first cycle after the students had been taught about narrative text and its lexicogrammatical features in the first and the second meetings. The theme was similar in meeting one and meeting two in cycle one, but they were different in the sub themes. Both of the meetings used *"Personal Experience"* theme. The first meeting used *"Hurt in a Fall"* sub theme as the first exercise, *"Helping an Old Woman"* sub theme as the second exercise, and *"the Box of Treasure"* sub theme as the test. The allotted time to do the test was 60 minutes.

The writing test in this research was given to the subjects in each cycle after the implementation of the actions completed. The standard mean score requirement in this research was 65. If the results of writing test in the first cycle did not achieve the standard mean score requirement, the actions in the second cycle would be continued.

Dealing with the scoring system, the students' writing was evaluated analytically. Hughes (1996:86) defines analytic method as a method of scoring, which requires a separate score for each of a number of aspects of a task is said to be analytic. There are four aspects that were scored analytically; they were grammar,

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vocabulary, mechanics, and organization. The final score was gained by totaling all aspects.

The scoring criteria of the students' writing are as follows:

Table 3.1 The Scoring Criteria (Writing scores guideline for the text genre)

No	Components	Scores and Criteria
1	Grammar	5 Few (if any) errors of grammar of word order. 4 Some errors of grammar of word order but do not interfere comprehension. 3 Errors of grammar of word order fairly frequent; re-reading is necessary for full comprehension. 2 Errors of grammar of word order very frequent; readers own interpretation is needed. 1 Errors of grammar of word order to severe as to make comprehension virtually impossible.
2	Vocabulary	5 Use few (if any) inappropriate words. 4 Use some inappropriate words but do not interfere comprehension. 3 Use wrong or inappropriate words frequent; expression of ideas limited. 2 Use wrong or inappropriate words very frequent: readers own interpretation is needed. 1 Vocabulary so limited as to make comprehension impossible.
3	Mechanics	5 Few (if any) wrong punctuation or spelling. 4 Some wrong punctuation or spelling but do not interfere comprehension.

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		3 Wrong punctuation or spelling frequent; re-reading is necessary for full comprehension. 2 Wrong punctuation or spelling very frequent; readers own interpretation is needed. 1 Wrong punctuation or spelling so severe as to make comprehension virtually impossible.
4	Organization	5 Few (if any) lack of organization and links of ideas. 4 Some lack of organization and links of ideas but do not impair communication 3 Lack of organization and links of ideas frequent: re-reading is required for clarification is needed. 2 Lack of organization and links of ideas frequent: readers own interpretation is needed. 1 Lack of organization and links of ideas to severe as to make communication impaired.
SCORE: Grammar:__+Vocabulary:__+Mechanics:__+Organization:__=Total:__		

Adapted from Hughes, 1996:101-102

Hughes (1996: 101-102) gives 6 points for the maximum score in each aspect in his scoring criteria. However, the scoring criterion above was adapted by the researcher under consideration that the researcher wanted to give the maximum score for each aspect 5 points to make easy the process of student's writing scoring.

The results of the students' writing then were classified qualitatively based on the following score classification levels:

Table 3.2 The classification of the score level

Scores	Classification
80-100	Excellent
70-79	Good
60-69	Fair

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40-59	Poor
<40	Failed

Source: Depdiknas (2004:22)

3.4.2 Observation

There are two kinds of observation; they are participant observation and stimulant observation (Djojosuroto and Sumaryati, 2000:39). Participant observation means that the observer participates in the activities of getting the data. Meanwhile, in stimulant observation, the observer can stimulate his/her respondent to give the information or data that would be taken. In this research, participant observation was used since the researcher was the doer in the teaching learning process and was helped by the collaborator. Moreover, the observers of this research were the English teacher and a student from English Department in Jember University.

In taking the data, a checklist for observing the students' active participation during the teaching learning process was used. The indicators of active students were seen from the following occurrences: (1) asking questions, (2) answering questions, (3) paying attention, (4) participating, contributing and sharing idea, and (5) writing the narrative text. The students were categorized active if at least 3 indicators were fulfilled. This research was successful if most of the students (about 70 % of the students) were actively involved in the teaching learning process of writing.

Table 3.3 Observation Checklist for Students' Participation

Group	No	Name	Indicators					Active	Passive
			1	2	3	4	5		
A	1								
	2								
	3								
	4								

Notes:

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1. asking questions
2. answering questions
3. paying attention
4. participating, contributing and sharing idea
5. writing a narrative text

3.4.3 Interview

The interview with the previous English teacher was used to obtain the supporting data when the preliminary study was conducted. It was done to find the information about the technique used by the previous English teacher, books used in English lesson, the form of writing exercises given, and the way the students' writing evaluated by the teacher.

3.4.4 Documentations

Documentation in this research was used to collect the previous writing score of the eight year, the names of the students, the personnel of SMP Muhammadiyah 6 Wuluhan, the names of the English teacher, and the facilities of the school. The data was obtained by asking all the documents to the English teacher and the administrative staff.

3.5 Research Procedures

The research was conducted into two cycles. Each cycle consists of four stages of activities; they are planning, the implementation of the action, observation and evaluation, and analysis and reflection.

3.5.1 The Planning of the Action

Before the actions were conducted, some activities were done as the preparation of the action. They are as follows:

a. Choosing the themes and sub-themes based on basic course out line of Institutional Level Curriculum for Junior High School.

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b. Constructing the lesson plans for the first cycle.
c. Preparing the students' worksheet.
d. Constructing the observation checklist containing the students' participation.
e. Constructing the test material
f. Setting the indicators of success of the action.

3.5.2 The Implementation of the Action

After the planning of the action, the researcher implemented the action in the class that was teaching writing by using Numbered Heads Together technique. This classroom action research was carried out in cycles which consist of four activities: planning of the action, classroom observation, evaluation and reflection of the action. The cycle was done in two meetings. The second cycle was conducted since the first cycle had not achieved the standard requirement yet. In the implementation phase, the researcher collaborated with the previous English teacher since the researcher is a new teacher in that class. In addition, the doer of the actions in both cycles was the researcher, while the previous teacher was the observer.

The implementation of the action in the first cycle was based on lesson plan 1 and lesson plan 2. Meanwhile, in the third meeting, the students had the writing skill test. So the actions in one cycle needed three meetings, which consisted of two meetings for teaching learning process, and one meeting for writing skill test. The English teacher did the observation and the doer of the action was the researcher (as a new teacher in that class). In the teaching writing, the researcher explained the technique of Numbered Heads Together (NHT) technique, including the steps of conducting NHT. The action was given during the school hours according to the schedule of the class.

Table 3.4 English Teaching Schedule of Eighth Year at SMPM 6 Wuluhan

CLASS	DAY	TIME
VIIIA	Wednesday	08.20-09.40

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	Saturday	08.20-09.40
VIIIB	Wednesday	10.00-11.20
	Saturday	10.00-11.20

The second cycle was conducted because the result of the writing test in the first cycle had not fulfill the standard mean score requirement of this research. In addition, the second cycle was conducted to reinforce the result of the first cycle. The lesson plans for the second cycle were constructed by revising the lesson plan of the first cycle. It was known whether or not the cycle needed to be repeated and which steps needed to be revised. Before giving the writing test, the teacher asked the students to do the exercises of writing through NHT technique. Then, the students did the writing test individually not their group. The students did the writing test in 1X60 minutes.

3.5.3 Observation and Evaluation

Observation or monitoring was an important step in this classroom action research. It was used to observe the activities and the applications of the actions. The class observation was done by the English teacher while the teaching of writing by using NHT technique in the cycle conducted by the researcher. In this case, an observation checklist containing some indicators was used to record the students' activities in the cycle.

Evaluation was conducted to know whether the use of NHT technique can improve the students' writing achievement. The evaluations which were done in this classroom action research are process based and product based evaluations. The process evaluation was done by conducting observation during the writing teaching learning process. The product evaluation was carried out at the end of cycle in the form of writing test.

The criterion determined whether the implementation of the research was successful or not. This classroom action research was successful if more than 70% of

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students were actively participated in the teaching learning process and they obtained standard mean score that is 65 points.

3.5.4 Data Analysis and Reflection

a. Data Analysis

The collected data in each cycle was analyzed based on the form of the data. The data of the students' writing test result was analyzed by quantitative formulation to analyze the students' writing test:

$$M = \frac{\Sigma X}{N}$$

M = Mean Score.

ΣX = The total score of the students' writing test.

N = The number of the students.

(Adapted from Hadi, 1989: 246)

Because in this research not only investigates the students' writing achievement but the process of change, the collected data from observation by using checklist in each cycle was analyzed quantitatively to analyze the percentage of the students' involvement in teaching learning process. The quantitative formulation is as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of the students' participation that fulfill the indicator of observation

N = the total number of the students

n= the number of students who fulfilled at least 3 indicators

(Adapted from Ali, 1993: 186)

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In addition, the data from the writing test and observation was analyzed by using qualitative method. It was described based on the results of the writing test and observation during the teaching and learning process of writing using NHT technique.

b. Reflection

The researcher and the previous English teacher did the reflection after analyzing the data in every cycle. The purpose of doing the reflection was to know whether the actions done had weaknesses or problems. After doing the reflection, the researcher discussed them with the English teacher to find the solution. Evaluation was drawn and the previous plan was revised based on the evaluation to improve the action in the second cycle.