IMPROVING THE GRADE EIGHT STUDENTS' PARAGRAPH WRITING ACHIEVEMENT AND THEIR PARTICIPATION BY USING NUMBERED HEADS TOGETHER MODEL AT SMP PGRI BANGSALSARI IN THE 2010/2011 ACADEMIC YEAR

THESIS

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

By

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JEMBER UNIVERSITY
2011

DEDICATION

This thesis is honorably dedicated to:

1 My beloved parents, the late Sulianto, SP and Susilowati, thank you very much for your endless love and prayer. I will make you happy and proud of me.

2 My beloved sisters Sulis Ika Setyowati and Ratih Tri Wahyuningsih who always help me to accomplish this thesis

3 My dearest soul mate Filia Filan Trofa, thank you for the great support

MOTTO

"Tomorrow's big success starts from today's small action"

(Darmadi Darmawangsa)

CONSULTANTS' APPROVAL

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Almighty, who gives me guidance and blessing, so I can finish this thesis entitled "Improving The Grade Eight Students' Paragraph Writing Achievement and Their Participation by Using Numbered Heads Together Model at SMP PGRI Bangsalsari in the 2010/2011 Academic Year".

In relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chair person of the Language and Arts Department of the Teacher Training and Education, Jember University
3. The Chair person of English Education Program of the Faculty of Teacher Training and Education, Jember University
4. My first consultant, Dra. Zakiyah Tasnim, M.A. and my second consultant, Drs. Sugeng Ariyanto, M.A, for their willingness and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. All lectures of the English Education Program and staff of the Faculty of Teacher Training and Education, Jember University
6. The headmaster and the English teachers of SMP PGRI Bangsalsari in the 2010/2011 academic year who had helped me obtain the research data.

Finally, I feel grateful to all of them who gave positive comments and criticism for the improvement of this thesis.

Jember, June 2011

The writer

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SUMMARY

Improving the Grade Eight Students' Paragraph Writing Achievement and Their Participation by Using Numbered Heads Together Model at SMP PGRI Bangsalsari in the 2010/2011 Academic Year; Dwi Retnowati; 050210491019; 2011; 54 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

Consultants: 1. Dra. Zakiyah Tasnim, M.A.

2. Drs. Sugeng Ariyanto, M.A.

Keywords: Paragraph Writing Achievement, Numbered Heads Together (NHT) Model, the grade eight students at SMP PGRI Bangsalsari

This research was a classroom action research. It was intended to improve the grade eight students' paragraph writing achievement and their participation by using Numbered Heads Together (NHT) model in teaching learning process. It was conducted at SMP PGRI Bangsalsari which was chosen by purposive method. The subjects of the research were the grade eight students of class VIII A 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 interview, observation, and writing test.

NHT model was chosen as the model in the teaching learning process of writing under consideration that NHT model requires students to think together to discuss the answers with the member of the groups. The groups' success depends on every member of the groups because every student has his/her own responsibility to do the assignment based on the results of discussion.

This classroom action research consisted of two cycles in which each cycle covered the stages of planning the action, implementation of the action, classroom

observation and reflection of the action. Then, each cycle was conducted in two meeting. In the third meeting, a writing test was conducted. In addition, observation was used to monitor the students' active participation in the teaching learning process by using NHT model.

From the results of classroom observation in cycle one, it was known that there were 60% or 18 of 30 students who actively involved in the teaching and learning process in the first meeting. Moreover, 66.66% or 20 of 30 students actively participated in the second meeting. These meant that the process evaluation has not achieved yet. In addition, the result of the achievement was not successful. It can be seen from the students' score. 63.34% or 19 of 30 students achieved ≥70. It did not achieve the requirement. That was 70% of the students had to get ≥70. Therefore, the action was continued to cycle two.

Based on the results of observation in the first meeting in cycle two, there were 76.66% or 23 of 30 students actively involved in the teaching learning process. In the second meeting, it was known that 86.67% or 26 of 30 students were categorized as active during the teaching learning process. Meanwhile, the percentage of the students who got score ≥ 70 improved to 76.67% or 23 of 30 students in cycle two. These meant that the actions in cycle two were successful and necessary to be stopped.

Finally, the findings in both cycles showed that the use of NHT model could improve the grade eight students' paragraph writing achievement as well as their active participation. Therefore, the English teacher, the students, and the other researchers are suggested to use NHT model as an alternative model in teaching writing.