

**Using Number Head Together (NHT) Strategy to Improve the Ability of the Second Year Students of MTs Ann Najah Pekanbaru in Writing Recount Texts**

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**Abstract**

This paper aimed to what describe and investigate whether using Number Head Together (NHT) strategy can increase the ability of the second year students of MTs Ann Najah Pekanbaru in writing recount texts. The participants of this research were 18 students of the second year students of MTs Ann Najah Pekanbaru. This research was conducted in 2 cycles. The data collection technique were obtained through observation sheet, test and field note to obtain information about teacher, the student' activities and performance during the implementation of NHT strategy. The research findings can be briefly explained as follows. First, the students' ability in writing recount texts could be improved by using NHT strategy. Before the research was done, the mean score of students' pre-test was 53.5. After the research has done for cycle 1, the mean score of students' writing was 65.3. The result of post test showed that, the mean score of students' writing was 74.9. Second, the students' activeness increased from cycle 1 to cycle 2. Finally, Number head Together (NHT) strategy is an effective method to increase the students' writing skill and give them opportunity to work in group and present their writing product.

**Keyword** : *Number Head Together, Writing, Recount Text*

## **Abstrak**

Penelitian ini bertujuan untuk menjelaskan dan menginvestigasi apakah menggunakan strategi Number Head Together (NHT) dapat meningkatkan kemampuan murid kelas 2 MTs Ann Najah Pekanbaru dalam menulis teks recount. Peserta penelitian ini adalah 18 murid kelas 2 MTs Ann Najah. Penelitian ini dilaksanakan dalam 2 (dua) siklus. Teknik pengumpulan data diperoleh melalui lembar observasi, test dan catatan. Untuk memperoleh informasi mengenai kegiatan dan keterampilan guru dan murid selama proses penerapan strategy NHT. Hasil penelitian dapat dijelaskan secara singkat sebagai berikut. Pertama, kemampuan murid dalam menulis teks recount dapat ditingkat dengan menggunakan strategy NHT. Sebelum penelitian dilangsungkan, nilai rata-rata murid yaitu 53.5. Setelah siklus 1 dilaksanakan, nilai rata-rata murid menjadi 65.3. Hasil post test menunjukkan bahwa nilai rata-rata menulis murid yaitu 74.9. Kedua, keaktifan murid dari siklus pertama ke siklus kedua meningkat. Terakhir, strategy NHT merupakan metode efektif untuk meningkatkan motivasi murid dalam proses pembelajaran, menstimulasi dan meningkatkan kemampuan menulis murid dan memberikan murid kesempatan untuk bekerja dalam grup dan menampilkan hasil tulisan mereka.

*Kata Kunci: Strategy NHT, Menulis, Teks Recount*

## **INTRODUCTION**

Writing is one way to communicate with other people besides speaking. The writers can share what in their mind through ideas sign and symbols. Hairston (1986), says that writing is a major tool for learning, someone practices expressing ideas and to demonstrate the knowledge about writing.

Furthermore, Dumais (1998) defines writing as an ability to express idea, feeling, opinion and other things in written form by using picture, vocabulary and other aspects such as spelling, punctuation and capitalization. From the statements above, writing means an activity of expressing ideas, feeling in the written form of the language which needs a communicative competence of the writer. Writing is one of the most important skills in learning a language.

The purpose of writing is the expressions of ideas and the conveying of the message to the reader. Writing on a subject makes the students to be an active learners

rather than passive in receives of information. Because when they write, they train their mind, their energy, and their knowledge to form them into good writing that can be read by all the people.

Recount text is a kind of text that tells a story of event or experience in the past (Grace, 2005:8). Recount text has certain typical features. The first one is the social function. The purpose of recount is to tell something that's happened. This may involve the author's personal interpretation of events and perhaps to teach a lesson.

Numbered Heads Together technique is cooperative learning which is focusing on the students' cooperation in a group to reach the learning objectives. Each students divide into small group and they should learn about the material that has been decided. The purpose of making a group is to give the opportunity to the students so that they involve actively in teaching and learning process.

This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor (Terenzini & Pascarella, 1994). The original clustering technique consists of some steps:

1. Divide the students into groups.
2. Students count off by the number of students in the group.
3. Pose a question or a problem to the class.

The teacher poses a question or problem to the class and tell group they have a specific amount of time to come to consensus on an answer. The amount of time allotted will depend on whether the question is one with specific "right" answer or a more open ended question.

4. Students put heads together.

The Students put their heads together to make sure that everyone has answer or answers.

5. The teacher calls the number.

All the students with that number stand. One of the standing students is called upon to give their group's answer. Standing students with different answers can be called upon to explain their group's thinking.

## METHODOLOGY

### *Participants*

The participants of this research were 18 students of the second year students of MTs Ann Najah Pekanbaru in academic year of 2012/2013.

### *Data Collection Instruments and Analysis*

The students did writing test individually both before and after the writer implemented NHT strategy in the class.

The data collection instruments for the students are writing test, observation sheets and field notes. This research consisted of two cycles. There were two meetings in each cycle. The writer administered pre-test to find out the students' basic score in writing recount texts. The writer administered the students pre-test in order to know the improvement of the students' writing ability after implementing Number Head Together (NHT) strategy. After it had been accomplished, the writer gave treatment. The writer implemented Number Head Together (NHT) strategy in the class and then observed the students' progress by giving post-test I. Then, the data was analyzed and the writer found that the result was unsatisfied yet, because the students' score did not achieve the standard minimum (KKM); which was 70.

The writer found that there were many weaknesses in cycle I. Then the writer thought that he needed to do cycle II. There were two meetings in cycle II. The writer corrected the lesson plan, and made some changes in the way he taught. The writer tried to focus on the teaching of recount text to the students; such as the generic structure and language features of recount text. After the cycle II had been done well, the writer administered post-test II to know the improvement of students' writing ability.

To analyze the data and to find out the students progress in writing recount text by using NHT strategy, the writer used the scoring as follows:

### The Scoring System of Writing

No	The aspect of writing to be evaluated	The score range
1	The accuracy in grammar	6 : 5 : 4 : 3 : 2 : 1
2	Vocabulary	6 : 5 : 4 : 3 : 2 : 1
3	Mechanics	6 : 5 : 4 : 3 : 2 : 1
4	Form/ Organization	6 : 5 : 4 : 3 : 2 : 1
5	Fluency	6 : 5 : 4 : 3 : 2 : 1

(Hughes, 1989)

After analyzing the result of students' pre-test, it could be concluded that the students' ability in writing recount text was still far from good. Their mean score in pre-test was lower than the KKM, namely 70, while their mean score was 53.5, and the students' writing ability was in "mediocre" level. In addition to this, the students' ability needed to be improvement by applying NHT strategy to the students. The writer believed that the use of NHT strategy is an effective way to solve the students' problems in writing recount texts. Together with the collaborator, the writer prepared the lesson plans for one cycle of treatment, topics that would fit to the school curriculum, and also a set of observation sheets and field notes to note specific things, weakness, strengths or suggestions related to teaching and learning process. The writer used the students' pre-test score as a guidance to conduct this research.

The writer applied NHT strategy as an effective way to solve the students' problem in writing recount text. The writer conducted this research in cycle I for two meetings as treatment. The writer gave treatment to the students by applying Number Head Together (NHT) strategy in writing class. The procedures of applying NHT strategy in writing class are as follows:

1. Dividing the students into 6 groups;
2. Counting off the students' number in the group;
3. Leading students to the topic by giving some questions and/or showing a picture(s) relates to the topic;
4. Introducing the topic and explaining the instructional objectives;
5. Connecting the topic with the students' real experience;
6. Assigning students to predict anything relates to the topic;
7. Informing students about the things they should do in their groups;
8. Asking the students to discuss about the topic in the group;
9. Asking the students to make construct the words and phrases into a recount text individually;

10. Assigning students to put their heads together and discuss the writing product they have done individually;
11. Calling the number of the group, to present their writing product in front of the class. One of the number called group's members has to present their writing product in front of the class.

After the writer implement NHT strategy in writing class for two meetings in cycle I, the writer administered test at the end of cycle I to the students in order to know whether there was an improvement of the students' writing ability after the implementation of NHT strategy was given. The writer decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In t cycle 2, the writer still clustering technique with any other additional strategy based on the result of reflection in the cycle 1 to improve the students' writing skill. The writer also administered post-test at the end of cycle II.

In addition to this, the quantitative data of this study was collected writing test (Pre-Test, Post-Test I, and Post-Test II), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes. The topics of writing test were "Personal Experience".

## **FINDINGS AND DISCUSSIONS**

The writer administered pre-test before he implemented Number Head Together (NHT) strategy. It was given in order to know the students' basic score in writing recount texts. The writer asked three English teachers of MTs Ann Najah as the raters to grade the result of each writing test. After the writer got the data from those three raters, the writer calculated the students' score in order to know the students' writing ability.

The result of pre-test showed that there was only 1 student who could reach "Excellent", It means that there was only 1 student who could reach range score 81-100. Next, there were 4 students or 22% of the students who could reach "Good" level. It means that there were 4 students reached range score 61-80. Then, the "Mediocre" level dominated in pre-test. There were 10 students or 56% of the students who got this level. It means that there were 10 students who got score 41-60. The last, there were 3 students or 17% of the students who got "poor" level and there was no student who got "very poor" level.

Based on the data above, the writer concluded that the second year students' writing ability level was in “**Mediocre**” level, the mean score was 53.5. Therefore, the writer decided to implement Number Head Together (NHT) strategy as a way to improve their writing ability. The writer expected that the implementation of NHT strategy would give valuable contribution in improving the students' writing ability, especially in writing recount texts.

## **DISCUSSIONS**

The result of post test I showed that there was a significant improvement of the students' writing ability. It was proven by the number of students who could “Good” level increased from 4 students in pre-test became 12 students in post-test I. It means that there were 12 students or 67% of the students got score between “81-100”. The number of student who could reach “Excellent” level was still only 1 student or 5% of the students. Next, there was also an improvement in the number of students who got “Mediocre” level. Number of students who got “mediocre” level decreased from 10 students in pre test to be only 5 students or 28% of the students in post-test. There was no student who got “Poor” and “Very poor” level in writing skill in post-test I.

After conducting cycle I, the writer found that there was a significant improvement of the students' score between pre-test and post-test I. It can be seen on the table presented in the previous discussion. Unfortunately, the significant improvement did not make the writer satisfied yet. The average score of the students' score in post-Test I was below the minimum passing score (KKM); which is 70, while the mean score of students' post-test I was 65.3.

The result of observation also was not satisfied the writer yet. There were some students who did not follow the procedures of clustering technique implementation. Therefore, the writer decided to conduct cycle II in order to improve the students' writing ability, especially in writing recount texts. The writer would rearrange the planning of the implementation of Number Head Together (NHT) strategy for the next cycle. The writer expected that the students' score would improve after she implemented Number Head Together (NHT) strategy in cycle II.

In conducting this research in cycle II, the writer planned some correction in the cycle II, they are:

1. The writer still used Number Head Together (NHT) strategy in the cycle II.
2. Teacher should change the way he teaches, such as to be more confident, and gives interesting explanation for the students.
3. Teacher should pay attention to all of the students and help them in giving correction on their writing exercises.

4. Teacher should focus on the generic structures and language features of recount text. Teacher also needs to focus on the components of writing.
5. Teacher should provide the relevant topic to the students' need and topic should be related to their daily life.

The result of observation sheet in cycle II showed that there was a significant improvement of the students' activity from cycle I to the cycle II. Almost students did the procedures of implementation of Number Head Together (NHT) strategy in cycle II. It means that, the applying of Number Head Together (NHT) strategy could engage the students' interest to be participated in the process of learning.

The result of post test 2 showed there was a significant improvement of the students' writing ability. It was proven by the number of students who reached "Excellent" level increased from 1 student in post-test I to be 6 students in post-test II. It means that the number of students who got score "81-100" increased in post-test II. Next, there was also an improvement in the number of students who reached "Good" level. The number of students who reached "Good" level was still the same in post-test I. The number of students who could reach "Good" level was still 12 students. It means that there were 12 students or 67% of the students got score between "61-80". The number of students who could reach "Good" level dominated in this test and none of the students who got "Mediocre", "Poor" and "Very Poor" level of writing ability.

After conducting cycle II, the writer found that there was a significant improvement of the students' scores between pre-test, post-test I and post-test II. It can be seen on the table presented in the previous discussion. The average score of the students' score in post-Test II had reached the minimum passing score (KKM); which is 70. The mean score of students' post-test II was 74.9 and their writing ability was in "Good" level. It means that the implementation of Number Head Together (NHT) strategy to the students of MTs Ann Najah was successful to improve the students' writing ability, especially in writing recount texts.

The result of observation also satisfied the writer. Almost all of the students did all of the implementation of Number Head Together (NHT) strategy procedures.



### The Improvement of Students' Writing Ability in Each Test

Score	Level of Ability	Pre-Test	Post-Test 1	Post-Test 2
<b>81 – 100</b>	Excellent	<b>1</b>	<b>1</b>	<b>6</b>
<b>61 – 80</b>	Good	<b>4</b>	<b>12</b>	<b>12</b>
<b>41 – 60</b>	Mediocre	<b>10</b>	<b>5</b>	<b>0</b>
<b>21 – 40</b>	Poor	<b>3</b>	<b>0</b>	<b>0</b>
<b>0 – 20</b>	Very Poor	<b>0</b>	<b>0</b>	<b>0</b>

Based on the table above, it can be seen that the average score in Pre-Test was 53.5, the average score in Post-Test I was 65.3, and the average score in Post-Test II was 74.9. The table and the graph above indicated the significant improvement of the students' mean score in writing recount text. It can be clearly seen that the students' ability in writing recount text increased from pre-test, post-test I and post-test II.

### CONCLUSION

Using Number Head Together (NHT) strategy could increase the students' ability of the second year students of MTs Ann Najah Pekanbaru in writing recount text. Number head Together (NHT) strategy is an effective method to increase the students' motivation in learning, to stimulate and increase students' writing skill and give them opportunity to work in group and present their writing product. They were motivated to be involved in learning activity because they were free to give opinions. So, the students more active in learning process.

Using Number head Together (NHT) strategy could also help the students free to give opinions and generate their ideas in their writing. This technique also helped the students to in work in group well. Then, using clustering technique influenced the students in learning process. It is also improved the students' motivation in learning process. It made students became more active at before, while and after writing.

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