

The Effect of Numbered Heads Together Method to the Students' Ability in Writing Recount Text

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The Effect of Numbered Heads Together Method to the Students' Ability in Writing Recount Text

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Abstract

This research is about a research on the effect of numbered heads together method to the students' ability in writing recount text of grade IX at SMP N 2 Siantar. This research was intended to answer these problems; What are the effects of using numbered heads together method to the students' ability in writing recount text of grade IX at SMP N 2 Siantar? To solve the problem, the researchers followed some theories that support the research: Bryne and Nunan (2003), Zemach and Rumisek (2003), Kendall and Khuon (2006), Kaban (1994), Knapp (2005), Lie (2002) and Herman (2014). The methodology used in this research was the quantitative research. The data for this research was collected from grade IX at SMP N 2 Siantar. The researcher used two classes as the sample, where one class was the experimental group and the other one was the control group. The instrument for collecting the data was by writing recount test for both groups; the material of the test was taken from the subject matter which taught to the students. The data were analyzed by applying the t-test. It was found that the t-count was 2,25 and the t-table at the level of significant $p = 0,05$ and $df = 56$, $N_x = N_y - 2$; $28 + 28 - 2 = 56$. The result of the analysis shows that the value of the t-count was higher than value of the t-table ($2,25 > 1,76$). This concludes that numbered heads together method has significant effect to the students' ability in writing recount text of grade IX at SMP N 2 Siantar. The suggestion is the teacher should use numbered heads together method in teaching English especially in teaching writing recount text to improve the students' ability.

Kata Kunci:

Numbered
Heads Together;
Metode; Recount;

Abstrak

Penelitian ini adalah penelitian tentang pengaruh metode numbered head together terhadap kemampuan siswa dalam menulis teks recount kelas IX di SMP N 2 Siantar. Penelitian ini

dimaksudkan untuk menjawab masalah ini; Apa ef⁹ dari menggunakan metode numbered head together terhadap kemampuan siswa dalam menulis teks recount kelas IX di SMP N 2 Siantar? Untuk memecahkan masalah, para peneliti menggunakan beberapa teori yang mendukung penelitian: Bryne dan Nunan (2003), Zemach dan Rumisek (2003), Kendall dan Khuon (2006), Kagan (19³⁰), Knapp (2005), Lie (2002) dan Herman (2014). Metodologi yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Data untuk penelitian ini dik¹umpulkan dari kelas IX di SMP N 2 Siantar. Peneliti menggunakan dua kelas sebagai sampel, di mana satu kelas adalah kelompok eksperimen dan yang lainnya adalah kelompok kontrol. Instrumen untuk mengumpulkan data adalah dengan tes menuliskan teks recount untuk kedua kelompok dimana bahan ujian diambil dari materi pelajaran yang diajarkan kepada siswa. Data dianalisis dengan t⁴³erapkan t-count. Ditemukan bahwa $t = \text{hitung } 2,25$ dan $t\text{-tabel pada tingkat } 23 \text{ nifkansi } p = 0,05$ dan $df = 56$, $N_x = N_y - 2$; $28 + 28 - 2 = 56$. Hasil analisis menunjukkan bahwa nilai $t\text{-hitung}$ lebih tinggi dari nilai $t\text{-tabel}$ ($2,25 > 1,76$). Peneliti⁹ ini menyimpulkan bahwa metode numbered head together memiliki pengaruh signifikan terhadap kemampuan siswa dalam menulis teks recount kelas IX di SMP N 2 Siantar. Sarannya adalah guru harus menggunakan metode numbered head together dalam mengajar bahasa Inggris terutama dalam mengajar menulis teks recount untuk meningkatkan kemampuan siswa.

Introduction

In Indonesia, English is as a foreign language. It is taught in formal educational institution, from Elementary level up to University level. It seems that English has been considered important in all levels of education institutions. By learning English, the students are expected to be able to communicate in English language both written and oral forms. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. It is used to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing.

Bryne (1979:1) states that "writing is the expression of language in the form of letters, symbol or word. The symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences." Writing is communication in other words, writing is how do someone more what are there in their mind by written and a way of communication and course communicates all the time, mainly talking to other people.

DEPDIKNAS (Departement Pendidikan Nasional) in KTSP curriculum states the standard of competence in writing skill; the student are expected to understand meaning in short functional written texts and simple essays in the form of recount in daily life context to the nearest society. Learning English in KTSP curriculum is using text based learning based learning approach. According to competence on the curriculum, Passing Minimum Grade about 68 must be achieved by the students. But in reality, there are some students did not achieve KKM of the standard competency.

There are some problems as a fact. There are about unity, coherence and grammatical. In coherence part the students are not able to write recount text is coherence. Secondly forget the tense of recount text. There is a gap between hope and fact. The problems stated above were also depicted by Khairani and Zainuddin (2012) in their research. in their research, they found that learning writing was still in problem. It was proved by their achievements in writing. In class, the teacher only asked the students to translate the text and rewrote the translation. They were not asked to practice their writing ability. Taught by that way, the students could not practice to write and thought critically. From the statements given, it is clear that teachers need to get a solution of them. To solve this problem the teacher needs method namely numbered heads together. Numbered Heads Together is an easy way to do in the classroom. It can derive the students to be more active in the class. The purpose of this method is the students are able to write recount text well. They also can develop their thinking, review material and checking their prior knowledge.

Kagan (1994:75) states that "Numbered Heads Together can serve any activities in the classroom." It means that there are many other ways of ensuring the teacher cues the students into collaborative activity. The students work together, they quite literally 'put their heads together' in order to solve the problem and also ensure that everyone in the group can answer the question. The teacher in this case asks an answer by calling the number and the students with the number take it turns to answer. If there are not enough students ready to respond the teacher may judge that a little more time. in teaching recount text by using Numbered Heads Together there are some step that should be a play, they are teacher divides the students into group of work of 4, Teacher numbers the student from 1 to 4 in each group, Teacher gives a problem, In presenting the result of students work, the teacher calls the number of students from 1 to 4 randomly, For each team, the student whose number was called answers the question.

They may not receive any help from their team at this point. If they didn't pay attention during the discussion, it's too bad. When all teams have shown their own work, the teacher checks each team's answer for accuracy. The teacher can give the other question or problems if time allows. From this statement above the researchers conclude that the student do many activates because they do the task by the group.

Based on the background and explanation above, the researchers are interested to conduct a research entitled "The Effect Of Numbered Heads Together Method To The Students' Ability In Writing Recount Text Of Grade IX At SMP N Siantar".

Method

1. Research Design

The researchers use the design of research based on quantitative research. Herman, Sibarani and Pardede (2020:87) stated that quantitative refers to describe variables, to examine relationships among variables and to determine cause-and-effect interactions between variables. It deals with the research method, which focus on the result then process. To know the information and the quality of the object researched, the researchers collected the data, then made the measurements and the results of the data collected.

2. Population

Population is the groups of interest of the researcher. According to Creswell (2011:142), population is a group of individuals who have the same characteristic. The population of this research is a number of people observed to get data. The population of this study is the second third students (grade IX) of SMP Negeri 2 Siantar. There are five classes and each class contains about 28 students. The total number of students are about 140 students. Therefore two classes IX-1 and will be taken IX-2 as the subject of this research.

3. Sample

Arikunto (2010:174) states that sample is some or the representative of population which is going to be observed. It means that the sample is limited number of cases representative of the total group. To get the sample, the researchers is uses random sampling technique. The technique of taking the sample is lottery system. The

samples will be ²⁷divided into two groups, namely, experimental group (E) and control group (C) each ¹groups having 28 students. In control group have 17 male and 11 female, in experimental group have 13 males and 15 females. The experimental group will received the treatment which will be taught numbered heads together method, ¹and control group will receive the treatment which will be taught without numbered heads together method.

¹4. The Instrument for Data Collection

The data were collected by ¹⁶conducting pre-test and post-test to both groups, the experimental group and control group. Pre-test is a test conducted before ¹³conducting the treatment. Post-test is a test conducted after conducting the treatment. This research used a writing ¹²test as the instrument for collecting data. Both groups got the same ³¹test either in pre-test or in post-test. The researchers asked the students to write a recount text based on the topic which was given by the researchers.

²⁶5. The Procedure for Collecting Data

²⁶a. Pre Test

A ²²pre-test is a test conducted before conducting the treatment. The pre-test was given to the experimental and control group. It is used to measure the students' ability in writing ability before applying the treatment. It is one test and the test is essay test.

⁷b. Treatment

The experimental group and control group will be taught by using the same materials but different instruments. ⁷The experimental group will taught with numbered heads together method on the students' achievement in descriptive writing and control group will be taught without numbered heads together method ³⁹on the students' ability in writing recount text in one meeting for each class.

6. Teaching Presentations in the Experimental Group

The treatment is conducted after the administration of pre-test. The experimental group is taught in four steps. The teacher will teach the presentation to the experimental group by the following these procedures:

Table 1. The Treatment for Experimental Group

Steps	Teacher's Activities	Students' Activities
1.	<ul style="list-style-type: none"> • Teacher greets the students. • The teacher gives some explanation about recount writing and gives the sample. • The teacher asks some questions based on the sample of recount writing. 	<ul style="list-style-type: none"> • The students give a response for the teacher's greeting • The students listen to the teacher's explanation and ask some questions about the explanation. • The students answer the questions.
2.	<ul style="list-style-type: none"> • The teacher reviews about recount writing. • The teacher explains about the method that they use in discussing their findings. The teacher explains about the procedure of numbered heads together method from the beginning until to the final step of the method. 	<ul style="list-style-type: none"> • The students listen to the teacher's explanation. • The students listen to the teacher's explanation.
3.	<ul style="list-style-type: none"> • The teacher gives a time to the students to ask some questions about the method and the material. • Teacher shows how to use the method and relate it to write a descriptive writing. • The teacher reviews about the method. • The teacher asks the students to discuss based on the material. Each member of the group must participate to give the idea, opinion, reason, or fact based on the topic and they also must collect information which related to the topic. • The teacher sets the time (15 minutes). • The teacher must handle the discussion and go around the class. • The teacher calls one of the group and ask and chose of the each group to and ask other groups listen to the presenter. 	<ul style="list-style-type: none"> • The students ask some questions to the teacher • The students open the explanation • The students listen to the teacher's explanation. • The students of the group must partipate to give the idea, opinion, reason, or fact based on the topic and they also must collect information which related to the material. • The students must follow the rules and finish in 15 minutes. • The students keep disussing. • The 1 of each group presents their findings. The other groups listen to the presenter.

Steps	Teacher's Activities	Students' Activities
4.	<ul style="list-style-type: none"> The teacher reviews the idea that has been presented in front of the class and write down all on the white board. The teacher asks the students to write a recount writing that related to the pictures 	<ul style="list-style-type: none"> The students listens the explanation and look at the idea written on the white board. The students do their task.

7. Teaching Presentation in the Control Group

The teaching learning process that will be applied in the control group by using conventional technique can be described as follows:

Table 2. The Teaching Presentation for Control Group

Steps	Teacher's Activities	Student's Activities
1.	<ul style="list-style-type: none"> The teacher greets the students. 	<ul style="list-style-type: none"> The students give a response for the teacher's greeting.
2.	<ul style="list-style-type: none"> The teacher explains about the recount text. The teacher gives time to the students to ask some questions about recount text. 	<ul style="list-style-type: none"> The students listen to the teacher's explanation about descriptive writing. The students ask some question.
3.	<ul style="list-style-type: none"> The teacher gives the sample of recount text and gives some explanation about the sample. The teacher asks some questions based on the sample of recount text 	<ul style="list-style-type: none"> The students listen to the teacher's explanation about the sample of descriptive writing. The students answer the teacher's questions.
4.	<ul style="list-style-type: none"> The teacher reviews about recount text. The teacher asks the students to write a recount text. The teacher collects the students' working. 	<ul style="list-style-type: none"> The students listen to the teacher's reviewing. The students write a descriptive writing. The students collect their working.

8. Post-Test

Post-test is a test conducted after conducting the treatment. After the teaching presentation, both experimental group and control group will be tested by giving a post-test. The post test is the same as the pre-test. The post test is use to know the effect of numbered heads together method on the experimental group.

9. Scoring the Test

In scoring the written test, the cumulative score is ranging from 0-100. In order to know student's achievement in writing, there is some criteria that is considered. Heaton (1993:146) formulates that there are five scoring components scale namely, content, organization, vocabulary, language use, and mechanics. The following discussion of five components will be described in detail:

Table 3. Scoring Criteria

No	Component	Level	Criteria
1.	CONTENT	30 - 27	Excellent to Very Good: knowledgeable, substantive, etc
		26 - 22	Good to Average: Some knowledge of subject, adequate range, etc
		21- 17	Fair to Poor: limited knowledge of subject, little substance, etc
		16 - 13	Very Poor: does not show knowledge of subject, non-substantive, etc
2.	ORGANIZATION	20 - 18	Excelent to Very Good: fluent expression, ideas clearly stated, etc
		17 - 14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, etc
		13 - 10	Fair to Poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
		9 - 7	Very Poor: does not communicate, no organization, etc
3.	VOCABULARY	20 - 18	Excellent to Very Good: sophisticated range, effective word/idiom choice and usage, etc
		17 - 14	Good to Average: adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured .
		13 - 10	Fair to Poor: limited range, frequent errors of work/idiom form, choice, usage, etc
		7 - 9	Very Poor: essentially transition, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	LANGUAGE USE	25 - 22	Excellent to Very Good: effective, complex constructions, etc
		21 - 19	Good to Average: effective but simple construction, etc
		17 - 11	Fair to Poor: major problems in simple/complex constructions, etc
		10 - 5	Very Poor: virtually no mastery of sentence construction rules, etc

No	Component	Level	Criteria
4.	MECHANICS	5	Excellent to Very Good: demonstrates mastery of conventions, etc
		4	Good to Average: occasional errors of spelling, punctuation, etc
		3	Fair to Poor: frequent errors of spelling, punctuation, capitalization,
		2	Very Poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc

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10. The Validity and Reliability of the Test

The validity and reliability determines how well a test is. These two factors will be fulfilled by a test before it is used to derive data of the research. The establishment and procedure of each aspect is discussed in the following:

a. The Validity of the Test

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Valid is to show the valid of the instrument. A valid instrument has a high validity, otherwise, a less valid of the instrument has not high validity.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \quad (\text{Arikunto 2010: 213})$$

Where: N : total of the data

X : the mark in the pre test

$\sum Y$: the mark in the post test

According to Arikunto (2010:221), the reliability of the test can be categorized as follows:

1. 0.00 – 0.20 = very low
2. 0.21 – 0.40 = low
3. 0.41 – 0.60 = average
4. 0.61 – 0.80 = high
5. 0.81 – 1.00 = very high

4

b. The Reliability of the Test

The test of reliability is another important test of measurement. A measuring instrument is reliable if it provides consistent results. Reliable measuring instrument does contribute to validity, but a reliable instrument need not be a valid instrument.

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According to Nunan(1992:14),Reliability is refers to the consistency of the results

obtained from a piece of research. Reliability have two types are Internal reliability refers to the consistency of data collection, analysis, and interpretation. External reliability refers to the extent to which independent research can reproduce a study and obtain results similar to those obtained in theoretical study.

To obtain the reliability, the researchers will use inter-rater reliability that could be by using Spearman Brown Formula:

$$r_{11} = \frac{2 \times r_{1/2,1/2}}{1 + r_{1/2,1/2}} \quad \text{(Arikunto 2010:223)}$$

Where: r_{11} = the instrument reliability

$r_{1/2,1/2}$ = correlation of two variables in the test

The opinion of Arikunto about the Reliability of the test is considered as follows:

r_{11}	Reliability
0.00 - 0.20	Low
0.21 - 0.40	Sufficient
0.41 - 0.70	High
0.71 - above	Very High

11. The Technique for Data Analysis

The two groups were compared by applying the t-test to know how significant the effect of applying brainstorming method on the student's achievement in descriptive writing. Finding the significance of the sum, the t-test with the t-table will be compared with the degree of freedom of the test, one of the test formula as the following will be apply

$$t = \frac{Mx - My}{\sqrt{\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}} \quad \text{(Arikunto 2010: 354)}$$

Mx = The mean of experimental group.

My = The mean of control group.

χ^2 = The standard deviation of experimental group.

γ^2 = The standard deviation of control group.

N1 = The total number of experimental group.

N2 = The total number of control group.

The data were analyzed based on the following steps:

- a. Scoring of the tests from experimental and control group
- b. Tabulating the result of the tests
- c. Counting the mean
- d. Comparing the pre-test and post-test by using test.

Results and Discussion

After analyzing the data, some findings can be formulated as follows in the below that can be answered the research problems. They are:

1. The researchers found that, there are the effects of using numbered together method to the students writing ability in teaching recount text. We can see in experimental group (table 2) gets:

- a. The highest score in the post test is 88 and the lowest score is 50. In pre-test gets the height score is 68 and the lowest score 40.
- b. The total score for pre test is 1459 and The total score for post test is 2002.
- c. The score of Mean in pre test is 51.3 and The score of Mean in post test is 71.5.

2. The researchers found that, there are the effects of without numbered together method to the students writing ability in teaching recount text. We can see in experimental group (table 1) gets:

- a. The highest score in the post test is 83 and the lowest score is 40. In pre-test gets the height score is 60 and the lowest score 20.
- b. The total score for pre test is 1180 and The total score for post test is 1640.
- c. The score of Mean in pre test is 42.14 and The score of Mean in post test is 58.57.

3. From the calculation above, the researchers can conclude that the mean for teaching by using numbered heads together method is 71.5, is higher than mean for teaching without using numbered heads together method is 58.57. So we can conclude that the using numbered heads together method had a significant effect to the students in writing recount text.

So the hypothesis alternative (H_a) is accepted. In other words the H_0 is automatically rejected. It means that there is significant effect of using of numbered heads together method to the students in teaching recount text to improve students writing ability. The mean of grade IX of SMP N 2 Siantar teaching by using numbered heads together method is not same with the mean of without using numbered heads together method

Referring to the findings in the previous point, it is clear now that numbered heads together method can give a significant effect on students; ability in writing recount text. On this occasion, the researchers would like to discuss the results of this research to other previous researcher in his/her research by Khairani and Zainuddin (2012) in their research entitled Improving students' achievement in writing report text through Numbered Heads Together. There are some similarities and dissimilarities from both researches done by the researchers. The similarities from this research were from the method being used, it was Numbered Heads Together. The method in designing this research was also the same, it was using quantitative research approach. The differences were placed on the types of text being used. This research used recount text, meanwhile the previous research by Khairani and Zainuddin was report text. The research design was similar, but for Khairani and Zainuddin, they were using classroom action research (CAR) to collect and analyze the data, meanwhile this research was not using CAR. From both research completed, the researchers stated that Numbered Heads Together method is recommended to be used by English teachers in their teaching and learning process, especially in writing skills.

Conclusion

From the finding and discussion in previous chapter, the researchers come to the conclusion of this research. Numbered heads together method at the grade IX of SMP N 2 Siantar has significant effect to the students' ability in writing recount text. It could be seen by the score of the students that taught by using numbered heads together method was higher than using without numbered heads together method. The students that were taught by using numbered heads together method more active, because they can improve their ability to write a recount text based on the numbered heads together method. From the calculation above, we can conclude that mean of teaching by using numbered heads together method is 71.5, is higher than mean for teaching without numbered heads together method.

So we can conclude that the using of numbered heads together method had a significant effect to the students' ability in writing recount text. Last but not least, the researchers want to recommend to all English teachers to use numbered heads together method, especially in teaching writing in order to motivate and encourage them so that they are trained to write, to comprehend and to interpreted the message contain in the

text. Teacher should be creative and innovative and creative to teach students when using numbered heads together in teaching learning process.

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