



IMPROVING STUDENTS' WRITING ACHIEVEMENT THROUGH NUMBERED HEADS TOGETHER (NHT) LEARNING MODEL

Mohammad Fikri Nugraha Kholid¹, Supiyah², Yulan Puspita Rini³

^{1,2,3} UIN Raden Intan Lampung

Email : nugrahakholid@radenintan.ac.id

Abstract

This research was conducted to improve students' writing achievement through numbered heads together. The research method used classroom action research which the in two cycles. The subject of the research was class VII C at SMPN 1 Tirtayasa. The research data included observation, interview, and test. The students' score was improved from 57.9 in pre-test, the first post-test was 73, and the second post-test was 83.3. The observation was found that teaching learning process, students tend to be active. The result of the research showed that NHT significantly improved students' writing achievement.

Keywords: Writing Achievement, Descriptive Text, Numbered Heads Together

INTRODUCTION

Writing is one productive skill, which contains of a complex process to produce and to express ideas in graphic symbols to the reader. According to Byrne (1984), a writer has to organize her/his sentences into a text, into a coherent and cohesion whole which is as explicit as possible and complete in itself, that she/he is able to communicate successfully with her/his reader through the medium of writing. This statement is supported by Ann (1983) writing is medium for communication, it helps us connect to others, and the reader must understand the purpose of our writing, what we are going to inform. Richards and Renandya (2002) stated that the difficulties in writing are the need to generating and organizing ideas, but also in translating these ideas in a readable text.

In Indonesia, the Institutional Level Curriculum states three goals of teaching English, especially for Junior High School. First, teaching English to develop students' achievement in communication whether in written or spoken form. Second, teaching English in order to raise awareness of the importance of English as one of the foreign



Creation is distributed under the Creative Commons License Attribution
Share Alike 4.0 International Published in
<https://ejournal.umpri.ac.id/index.php/smart/index>
SMART Journal: Journal of English Language Teaching and Applied
Linguistics

Improving...

languages to be main source of learning. Third, teaching English to develop students' comprehension about the relation between language and culture.

In fact shows that in the modern world written language used for various purposes in people's daily life. The first, they were needs to write to express their social contact, such as greetings card, letters, and postcards. The second, writing is for enlightening information, for example in the forms of magazines, non-fiction, data of Pre research, reports, and newspapers. The third, writing is also used for entertainment, such as fiction books, comic strips, poetries, and games. Therefore, in order to be able to express all the purposes people need to be able to write well. Based on the preliminary research, that many students at the seventh grade of SMPN 1 Tirtayasa had difficulties in understanding how to write correctly. To get the data of Pre research the interview was applied to the English teacher and the students of SMPN 1 Tirtayasa. By interviewing the teacher and to the students that the students' writing achievement of SMPN 1 Tirtayasa is still low. the students' problems in learning writing are the students still cannot gather the idea to write, and the students make mistakes due to lack of vocabularies, the teacher still uses the traditional in teaching and learning process and they became bored.

There are many kinds of learning model in teaching writing. The learning model can attract students' motivation in learning English, so the students feel enjoyable and the students do not feel bored. From this reasons, the researcher would like to purpose a fun learning model in teaching writing especially in Descriptive Text by using Numbered Heads Together learning model. Numbered Heads Together is one of cooperative learning model was first developed by Spencer Kagan 1994. According to Kagan (2009) Numbered Heads Together convey the idea that each student is given a number and that all the students make a group of work and the teacher call the number of students randomly. Hunter (2015) says, Numbered Heads Together is an alternative teacher questioning technique that actively involves all students in collaborative, content-related discussions at the same time.

Classroom Action Research conducted for improving the students' writing achievement by giving topic and questions to be discussed through Numbered Heads Together (NHT) learning model. Based on the teacher's interview in the pre-research, the researcher found that the English teacher had never used NHT learning model in

learning process to teach writing before. So, the purpose of the research are to identify how Numbered Heads Together (NHT) learning model improve students' writing achievement in seventh grade students of SMPN 1 Tirtayasa, and the researcher want to know the classroom situation and students' response after implementing NHT learning model, and the last objective is to find out the improvement of students' writing achievement in seventh grade students of SMPN 1 Tirtayasa.

RESEARCH METHOD

In this research, the research used classroom action research (CAR) that conducted at the seventh grade students of SMPN 1 Tirtayasa in the academic year 2023/2024. Classroom action research is a systematic research that done by researchers, to solve problems in order to get better improvement. According to Harmer (2003) action research is the series procedures teachers can engage in, either because the wish to improve aspect of their teaching or because they wish to evaluate the success of certain activities and procedures. Action research is the way to get information with the goals of gaining insight and improving students' achievement and developing positive changes in the school from teaching and learning process in the class. According to Burns (2010) action research is used to know the improving of learning process by applying teaching method. Action research is done to see whether teaching method are effective to use for students in learning English or not. Moreover, Wallen and Fraenkel (2009) stated that action research is conducted by one or groups for obtaining information in order to inform local practice.

Based on those theories, it could be said that action research is a systematic research do by teachers, principals, researchers, school counselors, other educational professionals to solve problems in order to get better improvement. In this case, the target subject of the research was class seventh C in SMPN 1 Tirtayasa. The researcher cooperated with an English teacher of the seventh grade in SMPN 1 Tirtayasa. The classroom action research was carried out by the researcher collaborative with the teacher by implementing Numbered Heads Together (NHT) learning model.

The model of action research used in this research is the model developed by Kemmis and Taggart (1988: 18), action research is composed of cycles consisting of four steps namely: plan, action, observe and reflect. Furthermore, in this research, the

Improving...

researcher used the qualitative and quantitative techniques of collecting the data. The qualitative data was collected through observation, and interview, while in the quantitative data used tests were analyzed by comparing the mean score of pre-test and post-test.

FINDINGS AND DISCUSSION

Finding

The research was conducted with the collaborator of English teacher on class 7th C of SMPN 1 Tirtayasa in the academic year 2023/2024. The research was conducted with the collaboration of English teacher of SMPN 1 Tirtayasa. In this research, the observer who observed the implemented of action research in teaching and learning process in the classroom and the English teacher was the facilitator and collaborator who implemented Numbered Heads Together (NHT) learning model in teaching and learning process from the beginning until the end of the research.

The researcher observed while teaching and learning process, before implementing the classroom action research, she conducted a preliminary research in order to find out the problem faced by the students in learning English, especially in writing class. Based on pre-research, the researcher found that there were students' problems in writing and also classroom situation felt bored. The result of pre-test score shown that the students writing score was still low, it was proved by the students' mean score of pre-test was 57.9. It means that below the criteria minimum mastery which are 70. The researcher conducted preliminary research on July 26, 2023. The findings of pre-research can be seen in table 1.

Table 1 Pre-Research Findings

Problem Indicators	Description
Pre-test score	The students' high score was 71, the lowest was 51, and the mean score was 57.9
Writing	The students had difficulty to find out the idea The students made mistakes in grammatical, including tenses. The students had lack of vocabularies. The students had difficulty to develop the content.
Class Situation	The teacher still uses the traditional in teaching and learning process and the students became bored.

Based on the findings of the pre-research, the students' writing achievement should be improved by using Numbered Heads Together learning model which can overcome the problem.

Discussion

This is very interesting to implementing in classroom because the English teacher said that he had never implemented NHT learning model before. It was conducted into two cycles and consisted of six meetings and involved four steps namely palanning, acting, observing, and reflecting. There were three meetings in cycle 1. The summary of cycle 1 can be seen in table 2.

Table 2 Summary of Cycle 1

Cycle	Meeting/Date	Activities
Cycle 1	1 st meeting September 2023	5 th The researcher asked about descriptive text and Numbered Heads Together learning model to students. The researcher introduced Numbered Heads Together learning model before starting the activity. The researcher taught descriptive text used Numbered Heads Together (NHT) learning model. The researcher gives the example of descriptive text by using Numbered Heads Together (NHT) learning model. After that, the researcher asked the students to make small group that consists of 4-5 members in each group, and each students was given different number for account for individual work.
	2 nd meeting September 2023	7 th The lesson begins with reviewing the last meeting. The researcher tried to manage their time better than the first meeting. The researcher gave some examples of present tense in white board. Than, the researcher explained generic structure and how to describe of descriptive text and making the sentences with their group. The researcher made the situation more active in teaching learning to improve more students' enthusiasm in learning process in descriptive text of writing by using Numbered Heads Together (NHT) learning model.
	3 rd meeting September 2023	12 th The researcher showed the result of groups' work on the last meeting and corrected it together with the students The students did the first post-test.

Improving...

The researcher conducted classroom action research in cycle 1, the researcher observed while the teaching and learning process was going on. And also the researcher observed the students' behavior. This is very important to the researcher because to know the classroom situation during classroom action. It was aimed to know the weakness and the strength of NHT learning model.

Table 3 Summary of Cycle 2

Cycle	Meeting/Date	Activities
Cycle 2	4 th meeting September 14 th 2023	The researcher asks to the students to write simple sentences that can be support the topic. The researcher calls randomly based on the group number to write the results of their work. The researcher asks students to collect the results of the discussion.
	5 th meeting September 19 th 2023	The weakness in the first cycle, the researcher added the time during teaching and learning activities. The researcher decided to conduct writing achievement in groups by using NHT learning model.
	6 th meeting	The researcher showed the result of groups' work on the last meeting and corrected it together with the students The students did the second post-test.

After doing cycle 2, the researcher analyzed the observation, interview, score of pre-test and post-test, and photograph. The research findings include the improvement of the students' score and the improvement of writing achievement and the classroom situation. The detail can be seen in table 4.

Table 4 Students' Achievement of Research

Indicators	Research Findings
Students' score test	The students mean score was improved to 73 in the 1 st post-test and improved 83.3 in the 2 nd post-test.
Students' writing	After using NHT learning model, the students were able to write longer and more detailed descriptive texts, because the students can share ideas with their group. The students' vocabulary was improved The students were able explore their ideas. The students' grammar was improved, like the use simple present tense in descriptive text.
Class situation	The students looked happy and enjoyed doing that. The students seemed confident when they were asked to write individually. The students more enthusiasm in learning process in descriptive text of writing by using Numbered Heads Together (NHT) learning model.

Table 5 Syntax of Numbered Heads Together (NHT) Learning Model

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

The students' score in writing test was improved. From the analysis of the mean score of writing test, it can be concluded that the used of NHT learning model does improve the students; writing achievement. The improvement score can be seen in table 6.

Table 6 Students' improvement in each test

Pre-test	Post-test 1	Post-test 2
57.9	73	83.3

CONCLUSION

Based on the research findings and discussion, the researcher concluded that Numbered Heads Together (NHT) learning model can be implemented in writing class. There are four phrases to follow the teacher when conducting NHT learning model, these are numbering, asking question, thinking together, and answering. There are several media that can be used, the researcher used picture is effective media to teach writing. In teaching and learning process the students became enjoy and fun. From the interview and observation result shown that the use of NHT learning model made the students not bored and not monotonous activity during teaching and learning process.

The result of the research showed that there was an improvement in students' writing achievement. The students' improvement was proved by their writing test result which improved from test to test. In pre-test, there was only 6.25% of students or 2 students who could pass the Minimum Mastery Criterion, and the mean score 57.9. in the post-test 1 in cycle 1, there were 62.5% of students or 20 students who passed the Minimum Criteria, and the mean score was 73. Therefore, there was improvement from the pre-test to the post-test 1. Finally, in the post-test 2 in cycle

Improving...

2, there were 100% of students or 32 students who passed the Minimum Mastery Criterion, and the mean score was 83.3. Thus, this indicated that it had met the criterion of success that 80% of students must get the score above the Minimum Mastery Criterion.

In this research, the researcher was carried out learning product. It showed that students were achieved the Minimum Mastery Criterion of writing in SMPN 1 Tirtayasa which is 70 or more than 80%. Meanwhile, the researcher missed the learning process, however in observing students activities, 80% of students were active in teaching and learning process activities. It can be concluded that students were achieved the criteria of success and this research can be stopped.

Based on the conclusion above, the researcher proposes some suggestions as follows: (1) for the teacher, the teacher should provide interesting activities and materials, to prevent the students from being bored in English learning especially in writing. (2) for the students, the teacher should provide interesting activities and materials, to prevent the students from being bored in English learning especially in writing. (3) for another researcher, the next research should be well prepared before entering the classroom, and appropriate material while teaching in the classroom, so that the goal of teaching could be achieved.

REFERENCES

- Byrne. (1984). *Teaching Writing Skill*, London: Four Strong Printing Company.
- Fraenkel, Jack R. and Wallen. Norman. (2009). *How To Design and Evaluate Research in Education*, New York: McGraw-Hill.
- Harmer, Jeremy. (2003). *The Practice Of English Language Teaching, Third Edition*, New York: Longman.
- Hunter, et al. (2015). *Numbered Heads Together as a Tier 1 Instructional Strategy in Multitiered System of Support*. *Education and Treatment of Children*, Vol: 38, No. 3.
- Kagan, Spencer and Kagan, Miguel. (2009). *Cooperative Learning*, San Clemente, CA: Kagan Publications.
- Kemmis, S. and Mc Taggart, R. (1988). *The Action Research Planner*, Victoria: Deakin University.
- Raimes, Ann. (1983). *Technique in Teaching Writing*, England: Oxford University Press.
- Richards, J., & Renandya, W. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press.
- Tribble, Christopher. (1996). *Language Teaching Writing*, New York: Oxford University Press.