THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER TECHNIQUE SUPPORTED BY PICTURE IN TEACHING WRITING DESCRIPTIVE TEXT
(An Experimental Research at Eight Grade of SMP Futuhiyyah Mranggen in the Academic Year of 2015/2016)

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement for Gaining
The Degree of Bachelor of English Language Education

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EDUCATION AND TEACHER TEACHING FACULTY
STATE ISLAMIC UNIVERSITY OF WALISONGO
SEMARANG
2015
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THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER TECHNIQUE SUPPORTED BY PICTURE IN TEACHING WRITING DESCRIPTIVE TEXT
(An Experimental research at Eight Grade of SMP Futuhiyyah Mranggen in the Academic Year of 2015/2016)

is definitely my work. I am completely responsible for the content of this final project. Other writer’s opinion or finding included in the final project are quoted or cited in accordance with ethical standards.

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RATIFICATION

Final project with the following final project identity:

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State Islamic University of Walisongo

Assalamu’alaikum wr.wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following final project identification:

Title : The Effectiveness of Numbered Heads Together Technique Supported by Picture in Teaching Writing Descriptive Text
Name : Anis Mardhiyah
Student Number : 113411050
Department : English Language Education

I state that this final project is ready to be submitted to Education and Teacher Teaching Faculty State Islamic University of Walisongo to be examined at Munaqosyah Session.

Wassalamu’alaikum. wr. wb.
ADVISOR NOTE

Semarang, November 13th 2015

To
The Dean of Education and Teacher Training Faculty
State Islamic University of Walisongo

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Wassalamu'alaikum. wr. wb.

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Yulia Romadiastri, M.Sc.
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This research discusses the effectiveness of numbered heads together technique supported by picture in teaching writing descriptive text (an experimental research at eight grade of SMP Futuhiyyah Mranggen in the academic year of 2015/2016). This research was aimed to find the answer to the following research questions: Is numbered heads together technique supported by picture effective in teaching writing descriptive text at eight grade of SMP Futuhiyyah Mranggen in the academic year of 2015/2016?. The background of the research was the eight grade students of SMP Futuhiyyah Mranggen have the problem to understand their English learning especially in writing, most of them make errors in both organization of ideas and language in use. Their comprehension could be recognized through their way of writing.

The population of the research was the eight grade students of SMP Futuhiyyah Mranggen in the academic year of 2015/2016. The research method was an experimental research, which conducted in two classes; the experimental group (VIII B) and control group (VIII C) as the sample. The VIII B was taught by using numbered heads together technique supported by picture, while the VIII C was taught with conventional teaching. The formula that was used to analyze the data was t-test. It was used to determine whether there was significant difference between students’ score in experimental and control group or not.

The result of the data was found that the pre-score average in experimental group was 65.52 and control group was 63.38. Meanwhile, the post-test average score of experimental group was 76.02 and control group was 64.46. It was obtained that t-test was 8.55 and the t-table was 1.670 for alpha (α) 5%, the t-test was higher than t-table (8.55>1.670). It meant that Ha was accepted and Ho was
rejected. Based on the result, it was concluded that numbered heads together technique supported by picture as a teaching strategy was effective in teaching writing descriptive text at SMP Futuhiyyah Mranggen in the academic year of 2015/2016.
MOTTO

“You’ll Never Walk Alone.”

وَوَجَدَكَ ضَالًا فَهَدَئِ

“And find thee enamored of thy people and in search of guidance for them, and showed thee the right way for them”.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mursidi and Mahmudah), who always support me in finishing this final project with their prayer, love, advice, and patience. Thanks for the effort and contribution in making my education run well.

2. My beloved brother (Moh. Hasyim, M.Si), who always give me support, advices and prays for my successful. Thank a lot for him.

3. My beloved sisters (Umi Nurjanah and Ida Ayu Fitriani), who always support me to finishing this final project. Thanks for the support.
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All praises be to Allah Azza wa Jalla, Who has given us the mercy and blessing in life until this final project entitled “The Effectiveness of Numbered Heads Together Technique Supported by Picture in Teaching Writing Descriptive Text (An Experimental Research at Eight Grade of SMP Futuhiyyah Mranggen in the Academic Year of 2015/2016)” can be completely finished as requirement for the Degree of Bachelor of Education in English Language Education.

The writer realizes that she cannot complete this final project without support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the writer would like to give his sincere thanks to all of them, especially to:

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10. Last but not least, those who cannot be mentioned one by one have supported, given motivation, and prayed to me in finishing this final project.

Semarang, November 13th 2015
The writer,

[Signature]

Anis Mardhivah
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CHAPTER I
INTRODUCTION

A. Background of the Research

Every human needs language as medium for communication among individual or nations. Language helps people to make interaction to their environment.\(^1\) As a way of communication among people around the world, language is used to exchange information. By using language, people can express their ideas, thoughts, needs, and wishes.

English is one of the international languages used in countries throughout the world, include Indonesia. Since English becomes an important language for communication, it is carried out to Indonesian education and it has the main goal to develop four skills in order to attain communicative competence. In Indonesia English is not only taught in university, but also in senior high school, junior high school, and elementary school. J.B. Heaton stated that “The four major skills in communicating through language are often broadly defined as listening, speaking, reading, and writing”.\(^2\) It can be assumed that there are four language skills that should be mastered by English learners.

\(^1\) Lim Kiat Boey, *An Introduction to Linguistics For The Language Teacher*, (Singapore: Singapore University Press, 1975), p. 3.
Based on the statement above, teaching English to the English learners especially students is expected to help them to develop their ability in four language skills, not only receptive skills (listening and reading) but also productive skills (speaking and writing). Teaching and learning are two processes that cannot be separated, because they are related to each other. As we know that teaching is a process of transferring knowledge to someone, and learning is a process of getting knowledge from someone. Douglas Brown in Principles Language Learning and Teaching said that:

“Learning is acquiring or getting of knowledge of a subject or skill by study, experience or instructions. And teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”

Teaching English to the English learner or students as foreign language in Indonesia is not as easy as it seems, especially in teaching writing. This is because English is very different from local languages (Javanese, Maduranese, etc.) and our national language, Indonesian language. Students who write rarely will find some problems when they must write, because sometimes when they want to write something they are confronted with a lot of difficulties to transfer thought and idea in written form. Not only

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focus on words, phrases, sentences, pattern and grammar, but also they must focus on the idea of each paragraph. These condition also occurred at SMP Futuhiyyah Mranggen, the students got difficulties in writing, most of them make errors in both organization of ideas and in language use. It is caused by the fact that writing in English is different from that in Indonesia. From those kinds of problem, English teachers must find some ways how to make students’ writing ability better than before.

Realizing that writing is very important for English learners, it is essential for the students to develop their writing skills in English. Allah decreases in the holy Qur’an:

\[
\text{Allah who taught by the pen. Taught man that what he did not know... (Al-Alaq: 3-4).}^4
\]

The symbol of a permanent revelation is the mystic pen and the mystic record. God teach us new knowledge at every given moment individuals learn more and more day by day; nations and humanity at large learn fresh knowledge at every stage. This is even more noticeable and important in the spiritual world.\(^5\) From the verse above, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human


by pen, by writing people will get some information. That is why human needs to learn how to write correctly.

The use of technique or media is essential to attract students’ attention in teaching learning process, so they will understand the material well. The technique can help students understand material easily. Basically, it also corresponds to Islamic teaching which is stated in Qur’an Surah al-Maidah in verse 2:

...وَتَعاونُوا عَلَى الْإِيَّاَبِ وَالْبَرَّ وَلَا تَعاونُوا عَلَى الْإِثْمِ وَالْعَدْوَانِ ...

...Help one another in what is good and pious, not in what is wicked and sinful.... (Al-Maidah: 2).6

Command to help each other in doing good and godly, is including the main points of social guidance in the Qur'an. Therefore, it obliges the people to provide mutual assistance to each other, both personal and group, both in matters of religion and the world, also in performing any act of piety, by which they prevent the damage and dangers that threaten their safety.7 Good cooperation was very important in human’s life. In this context, cooperation is needed to enhance language learning, that was considered to be a good thing in human’s life.

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Cooperative Learning refers to a variety of teaching methods in which students work in small groups to help one another learn academically, to discuss and argue with each other, to assess each other’s current knowledge and fill gaps in each other’s understanding. According to Kagan, Cooperative Learning is learning involves healthy noise, help your partner solve it, get up and look what others did, and verbalize to learn. He also added, “If students work only alone and/or only in competition with others, they will not acquire the cooperative skills that will allow them to participate well in the workplace of tomorrow.”

Numbered Heads Together is a technique where students are divided into some groups then the teacher gives numbers and questions to every student based on their numbers. It is one of the ways to ensure more equitable response opportunities by stop calling on students who raise their hands.

Beside the technique, media is needed to support the technique in conveying the lesson to attract students’ attention in teaching learning process. Brown stated that using a variety of media will increase students’ intention to learn more and retain

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8 Satria Supriadi, dkk, “Students’ Improvement in Reading Comprehension on Recount Text through Numbered Head Together”, *Journal*, p. 2.


better what they learn in improving the performance of skill they are expected to develop.\textsuperscript{11} One of media that can be used by English teacher is picture. Andrew Wright in Pictures for Language Learning said that:

“....It is important to have as a wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. The resources include pictures. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences.” \textsuperscript{12}

In order to solve the problem in learning English lesson is by using pictures as media, because sometimes we predict, deduce and infer not only from what we hear or read but from what we see around us and from what we remember has been seen.

Based on the matter above, the research was conducted as an experiment research on “The Effectiveness of Numbered Heads Together Technique Supported by Picture in Teaching Writing Descriptive Text (An Experimental Research at Eight Grade of SMP Futuhiyyah Mranggen in the academic year of 2015/2016)”.


B. **Reason for Choosing the Topic**

The following reasons for choosing the topic are:

1. The use of technique and media, especially numbered heads together and picture will offer a different learning situation by increasing students’ interest to the lesson. It can be used by both teachers and students.

2. Writing is one of the important English skill or ability that is considered difficult to learned by the students, so teacher should give them the effective way that can be applied individually or group.

3. Descriptive text is one of genres that learned by students in junior high school, so they need to apply technique that can make them easier to write.

C. **Questions of the Research**

The research question in this research is:

- How is the effectiveness of numbered heads together technique supported by picture in teaching writing of descriptive text at eight grade of SMP Futuhiyyah Mranggen in the academic year of 2015/2016?

D. **Objectives of the Research**

In line with research question, this research has purpose to find out:

- The effectiveness of numbered heads together technique supported by picture in teaching writing descriptive text at
eight grade of SMP Futuhiyyah Mranggen in the academic year of 2015/2016.

E. Pedagogical Significance

The significance of this research is hopefully used for:

1. For Students
   
   It can be used to improve and develop their abilities in writing.

2. For Teachers
   
   The result of the research is expected to be useful for the teacher to give an alternative way in teaching writing, especially descriptive text.

3. For the Researcher
   
   It is expected that it will be useful knowledge for the researcher when she starts her profession as an English teacher in the future.

F. Scope of the Research

This research tried to find out the effectiveness of numbered heads together technique supported by picture. The experimental group was taught writing descriptive text by using numbered heads together technique supported by picture and the control group was taught by using a conventional teaching; without numbered heads together technique supported by picture. This research was conducted at SMP Futuhiyyah Mranggen in the academic year of 2015/2016. The participant was eight grade students. This research was focusing on teaching writing, especially on descriptive text.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Literature Review

In this chapter, some related topics to this research would be discussed. The related topics to be discussed are:

1. General Concepts of Writing
   a. Definition of Writing

   Writing is one of productive skills, which contains of a symbol (orthographic) and involves a complex process. In making good writing, we should use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us to get clearer definition. One of them is stated by Caroline, “Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.”¹ Thus, it can be stated that writing is one of language skills which combine process and productive skill that can be used to preserve thought or ideas. It is not a spontaneous activity, because it needs some mental efforts to combine and arrange sentence.

In writing process, the writer seems to have the most important cognitive implication.\textsuperscript{2} In writing, more time and energy can be spent on cognitive activities such as planning and retrieval information. A writer must devote a considerable amount of cognitive energy simultaneously managing several different kinds of information about acceptable forms of written texts.\textsuperscript{3} So, create ideas and collect information in writing is very important because the ideas will be organized into written and read by others. Added by Heaton that writing of composition is a task which involves students in manipulating words to be a correct sentence grammatically and linking those sentences to form piece of continuous writing which successfully communicates the teachers’ thoughts and ideas on certain topic.\textsuperscript{4}

Based on the definitions above writing is a skill of using language in a written form. It is putting our ideas and thoughts into papers or other media in order to show to the reader what inside our brain. By writing, we can share our ideas, feelings, or anything that exist in our mind. Writing will prosecute students to focus on generating idea,

organizing coherently, revising it into good composition, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

b. Writing Process

Writing is one of productive skills that needs a process. The process may be affected by the content (subject matter) of writing, the type of writing (letters, reports, and so on), and the medium (pen and paper, live chat, etc.).\(^5\) It is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer writes. It can be said that there is no writing without a process.

Writing process as a classroom activity incorporates the four main writing stages: planning, drafting (writing), revising (redrafting), editing and publishing.\(^6\)

1) Planning (Prewriting)

Prewriting is an activity to stimulate students’ thoughts to write. It generates ideas and gathers information for writing.\(^7\) It is used to find out ideas in our mind so we can organize them in written form. It

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can help people to clarify the thinking processes and make people think more clearly about the subject they want to write. In this stage, there are some prewriting activities, such as:

a) Brainstorming

It is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of ideas. The list can include words, phrases, sentences, or even questions.

b) Clustering

By using clustering, the writer can writes ideas and connect it each other. It started by writing subject in the middle of the page and then circles it. Then, write related ideas around the circle as they occur. And then, it is circled and connects them to subject circle.

c) Free writing

Free writing is a way to get ideas, just write everything that comes into your mind about the topic. Don’t worry about grammar, spelling or punctuation. The most important thing is to keep the idea flowing during writing.

d) Questioning

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Questioning is used to generate ideas and details by asking questions about the subject includes *why, when, where, who, and how*. It will be useful to create many possibilities in ideas before writing.

2) Drafting (Writing)

Drafting is time to the writer especially students put their idea on paper or other media. The purpose of drafting is to make the students focus on their ideas and get them on paper without the distraction or fear of making mistakes in grammar, punctuation, capitalization or the neatness of the draft. It uses ideas that have been generated from prewriting as a guide to write a first draft.

3) Revising (Redrafting)

It is done to improve the content and the organization of ideas so that the writer’s intention is made clearer to the reader. In this stage, students can improve what have been written by adding new ideas to support the topic or cross out sentences that do not support the topic.

4) Editing

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Editing involves the careful checking of the text to ensure that there are no errors. In editing, students edit for grammar, spelling, word forms, word orders, punctuation etc.

5) Publishing

The writing process is finally at its end.\footnote{Becky L. Spivey, “What is the Writing Process?”, \texttt{www.superduperinc.com}, accessed at March 14\textsuperscript{th} 2015.} In this stage, the writer proudly displays their writing because it takes all courage and sees the written through a publication.

c. Understanding Paragraph and Text

A paragraph is a group of sentences that develops one main point or an idea. A paragraph has unity when all of its sentences are related to the main point. A text is a unit of meaning which is coherent and appropriate for its context.\footnote{Rudi Hartono, \textit{Genres of Texts}, (Semarang: Semarang State University, 2005), p. 4.}

In order to write an interesting, good and enjoyable text or paragraph the writer should concern these following things, those are:

1) Unity

Unity means oneness to express the ideas in one paragraph or text. All sentences in paragraph or text
should on the one thing expressed according to topic sentences; all of the sentences stick together.

2) Coherence
A paragraph is coherent when its sentences are related to each other. Harmer stated that when a text is coherent, the reader can understand at least two things; the writer’s purpose and the writer’s line of thought.¹² Thus, paragraph coherence exists when each sentence in a paragraph serves a purpose and the readers know what that purpose is. To achieve coherence, the writer or student needs to use the transition, pronoun etc.

3) Order
Order means chronological steps to express the ideas into written form. Chronological order is a way organizing according to the time in which are happened. So, order in text or paragraph is like organization in an essay.

**d. The Skills Needed to Write**

The writing skills are complex and sometimes difficult to teach. According to Heaton, writing involves the following skills:¹³

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1) Language use: the ability to write correct and appropriate sentences.
2) Mechanical skill: the ability to use correctly those conventions peculiar to written language. E.g., punctuation and spelling.
3) Treatment of content: the ability to think creatively and develop thoughts.
4) Stylistic skill: the ability manipulate sentence and use language effectively.
5) Judgment skill: the ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organizes in order relevant information.

It can be concluded we have to mastery not only grammatical but also conceptual in writing. Based on explanation above, all of skills are important to compose and organize information or ideas.

e. Aspect of Good Writing

In writing, there are at least 5 aspects should be concerned, they are:

1) Content

Content is the idea that is contained in writing, speech and others. A paragraph is about certain object, all the sentences should talk about the object and it expresses relevant meaning.
2) Organization

The little ideas in a piece fit in paragraphs under the bigger ideas.\textsuperscript{14} It means among topic sentence, supporting sentence and concluding sentence is differentiated. In term of organization, the supporting detail is used to tell reader more about the topic in paragraph and the concluding sentences generally conclude the overall paragraph briefly.

3) Grammar

Grammar contains rules about how words change their form and combine with other words to make good sentences. Good writing must show correct pattern based on grammar.

4) Vocabulary or Word Choice

The best word choice is the most specific word choice. Good word choice tells exactly how something happened or what something is. Word choice can help the reader paint a picture in his or her mind.\textsuperscript{15}

5) Mechanics

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It means that absence of errors in spelling, capitalization, and punctuation. Mechanism includes punctuation marks, indentation, and capitalization of letter. In order to use the correct punctuation marks, we must concern about sentence structure.

f. Teaching Writing

According to Oxford dictionary, teaching is work of a teacher. It means that a teacher has responsibility to teach, whom that he or she teaches are students. In teaching-learning process, teachers have authority to the students about giving knowledge, showing something, or changing students’ idea. Teaching theories, whatever they are, have purpose to make teaching learning more effective.

Teaching writing is not as simple as teaching other language skills. One of the difficulties in teaching writing is because the students are less excited in learning writing. For this reason, it is very important for the teacher to know how to make teaching writing English became enjoyable and make the students are excited and more interested in learning writing. Through teaching writing, the English

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teacher reinforces the students to transfer their ideas and knowledge to write well. Students need to know how to write a sentence and to construct the sentences into a paragraph. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well.

2. Descriptive Text
   a. Definition of Descriptive Text

   Oshima and Hogue states that descriptive writing appeals to the sense, so it tells how something looks, feels, smells, testes, and or sounds.\textsuperscript{18} In other words it can be said that descriptive text captures one experience of a person, place or thing into word by appealing to the 5 senses: sight, hearing, smell, taste, and touch.

   Description enables the categorization or classification of an almost infinite range of experiences, observations, and interactions into a system that orders them to know them either objectively area or subjectively, depending on the learning area or intent of the writer. Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.\textsuperscript{19}


b. Grammatical Features of Descriptive Text

1) Present tense
When describing things from a technical or factual point of view, the present tense is predominantly used; for example:
Has, eats, sings, lays, swim.

2) Relational verb
Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example:
Eric the Red is an old man. Eric the Red has a greatcoat.
My favorite toy is a teddy bear because it is cuddly and friendly.

3) Action verb
Action verbs are used when describing behaviors/uses; for example: An ant has three body parts. Some ants have wings. The queen ant lays the eggs. Ants live in colonies.

4) Mental verb
Mental verbs are used when describing feelings in literary descriptions; for example:
She felt unhappy.
He liked dancing.
5) Adjective

Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example:

It is grey and brown.

He has a cool hairstyle.

c. Descriptive Text Structure

The simple generic structure is divided into the following two elements: identification and description. Identification is a general opening statement identifies phenomenon to be described. Description is a series of paragraphs about the subject describe parts, qualities, characteristics.

Generic structure specifies the text. By considering the generic structure of the text, the text will be more understandable.

3. Numbered Heads Together

Kagan, who developed Numbered Heads Together technique describes that in this technique the teacher gives numbers to each student and gives questions to every student based on their numbers.

The steps for using numbered heads together are: 21

---

a. Teacher divided class into some group (contain of 5-7 students)

b. Students counted off
In each group, students count off by the number of students in the group.

c. Posed a question or problem
The teacher poses a question or problem to the class and tells groups 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 a specific “right” answer or a more open-ended question.

d. Students put heads together
The students put their heads together to make sure that everyone in the group has the answer or answers.

e. Teacher called a number
The teacher calls a number (e.g: 1, 2, 3, 4, 5), all 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.
4. Picture

a. Definition of Picture

Picture is a description of something that enables one to form a mental picture or impression of it. Picture can play an important role in motivating students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity. Venon S. Gerlach added, Pictures are two dimensional visual representation of persons, place or things, photographs which are most common, but sketches, cartoon, murals, cottons, charts, graphs, and maps are widely used. Picture may not only be worth a thousand words, it also be worth a thousand years or a thousand miles. Through pictures, learner can see people, places, and things from areas for outside, their own experiences.

There are many types of picture, such as: Check-chart for pictures, Pictures of single objects, Pictures of one person, Pictures of famous people, Pictures of several people, Pictures of people in action, Pictures of places, Pictures from history, Pictures with a lot of information, Pictures of the news, Pictures of fantasies, Pictures of

---

maps and symbols, Pairs of pictures, Pictures and texts, Sequences of pictures, Related pictures, Single stimulating pictures, Ambiguous pictures, Bizarre pictures, Explanatory pictures, and Student and teacher drawings.  

While according to Harmer the types of pictures are:  

1) Flashcard (smallish card which we can hold up for our students to see).  
2) Large wall pictures: (big enough for everyone to see details).  
3) Cue cards (small cards which students use in pair or group-work).  
4) Photographs, and  
5) Illustrations (typically in a textbook).  

According to Grazyna Szkyke, there are two kinds of pictures that are useful in teaching learning process as a teaching aids. They are:  

1) Pictures of Individual
a) Pictures of individual person or things may be used, mainly at the elementary level, to introduce or test vocabulary items.

b) Portraits, which are pictures that show a person in close detail, are useful for intermediate and advance learners. The students can be asked about the age and proportion of the person, whether she/he is married, her/his interest and traits of character.

2) Situational Pictures

a) Situational pictures that show or suggest relationships between objects and or people can be good teaching for introducing, practicing or reviewing grammatical structures, from the simples to the most complex.

b) Situational pictures with striking details or strong points of interest are particularly useful. Such pictures can be found in various magazines and daily newspaper. They arouse interest and release imagination and entry, which is a hard thing to do in a language class.

b. Advantages and Disadvantages of Picture

Most people believe that pictures can be a medium in teaching learning process, because picture is media which is easy to use. Beside inexpensive, it is also
available anywhere. Meanwhile, there are advantages and disadvantages of using pictures in teaching learning process.

According to Andrew Wright, the advantages of using pictures are:28

1) Easy to prepare
2) Easy to organize
3) Interesting
4) Meaningful and authentic
5) Sufficient amount of language

Virginia F. Allen stated the advantages in teaching activity through the pictures as follows:29

1) They are little lost cost or nothing.
2) They are available in places where no other pictures can be found.
3) They do not require space for storing and fillings as pictures from other source do.

Pictures also have several disadvantages as media in teaching learning process. Vernon S. Gerlach stated that there some aspects can make misunderstanding in interpreting the pictures as follow. It can be caused by the size and distance or it is too small and the distance is too

far, the lack of color in some picture will also restrict proper interpretation. So, it is difficult to be seen clearly by the students. Besides that, students do not always know how to read the pictures. To overcome the disadvantages of pictures the teacher could used the big and good pictures, besides that he or she could used a slide to show the pictures.

This research used pictures of single object and pictures of famous people, because it was simple to used, these picture was related to the material, and it is suitable for eight graders.

B. Previous Research

Considering the topic discuss in this research, there were some previous research that have been done related to this topic are:

1. Thesis entitled, *Developing Students’ Ability in Writing Descriptive Text Through Brainstorming Technique (An Experimental Research at Ten Grade Students of SMA N 1 Boyolali in the Academic Year of 2013/2014)* by Muflikhatun Nisa Muyassaroh (103411061) from Education and Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang, 2014. The result of the research showed that there was a difference in experimental and control class (77.78>72.75). In the other hand, the test of hypothesis using t-test formula shows the value of the t-test was higher than the
value of the t-table. The hypothesis was accepted, it could be concluded that brainstorming was effective to develop students’ ability in writing descriptive text.\textsuperscript{30}

The similarity between her research and this research were in language skill and focus of the material, they were writing and descriptive text. Meanwhile the differences were the technique and media. Her research used Brainstorming only as a technique and this research used Numbered Heads Together as the technique and picture as media.

2. Thesis entitled, \textit{The Effectiveness of Strip Stories to Help Students’ Sequence Events in Recount Writing (An Experimental Study at MTs N Margoyoso Pati Grade VIII in the Academic Year of 2008/2009)} by Ninik Kholifah (3104337) from English Language Department Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2009. The result of the research showed that the average of post-test of experimental class was 74.39. Which were higher than the average of post test of the control class 66.82. The t-test result (5.13) was higher than the t-table (1.67). Since the t-test was higher than t-table, the hypothesis was accepted. It meant that there was a significant difference in writing skill improvement between students who were taught writing a recount text by

\textsuperscript{30} Muflikhatun Nisa Muyassaroh, “Developing Students’ Ability in Writing Descriptive Text Through Brainstorming”, \textit{Thesis} (Semarang: Education and Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang, 2014).
using strip stories and those who were taught by lecturing (without strip stories).  

The similarity between her research and this research was in the language skill, writing. Meanwhile the differences were on media, theme and the participant. Her research used strip stories as media and this research used picture as media.

3. Research entitled, *Students’ Improvement in Reading Comprehension on Recount Text Through Numbered Head Together* by Satria Supriadi, Rismaya Marbun, Stevanus Buan from English Education Study Program, and Language and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University in Pontianak. The purpose of this research was to improve students’ reading comprehension on recount text through numbered head together for eighth year students of SMP Negeri 8 Pontianak in the academic year 2012/2013. The result of this research during the improvement treatment was: the mean score of students’ reading comprehension in the first cycle was 46.57, the second cycle was 58.71 and the third cycle was 69. Those three mean scores had proved that Numbered Head Together was effective to improve the students’ reading ability.

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31 Ninik Kholifah, “The Effectiveness of Strip Stories to Help Students’ Sequence Events in Recount Writing”, *Thesis* (Semarang: Education and Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang, 2009).

32 Satria Supriadi, dkk, “Students’ Improvement in Reading Comprehension on Recount Text through Numbered Head Together”, *Journal*
The similarity of these researches was both of them used Numbered Heads Together as technique. Meanwhile the differences between the research and this research were the subject and the research method. They used Numbered Heads Together to improve students’ reading comprehension on recount text, but in this research used Numbered Heads Together supported by Picture in teaching writing descriptive text. While the research method they used classroom action research, and this research used experiment research.

C. Hypothesis

Hypothesis is the provisional answer toward the research problem or research question.\(^3\)\(^3\) It is provisional truth determined that should be tested and proved.\(^3\)\(^4\) The provisional answer must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not. The hypothesis of this research was the use of numbered heads together technique supported by picture is effective to teach writing descriptive text.

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CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the method used was experimental research. An experimental research involved two groups: experimental group and control group. An experimental group was received a new treatment while control group receive a usual treatment. According to Nunan, experiment is designed to collect data in such a way that threats to the reliability and validity of the research are ministered.¹

Referring to this research, the experimental and control group were consisted of the eight grade of SMP Futuhiyyah Mranggen. The experimental group was received a new treatment by using numbered heads together technique supported by picture in teaching writing descriptive text while the control group was treated conventionally. This research used post-test to measure both group’s development after receiving a treatment.

This research used post-test only control design, the formula could be described as follows:²

\[
\begin{array}{ccc}
R & X & O_1 \\
R & O_2 \\
\end{array}
\]


Where:
\[ R \] : Experimental and control group that are chosen randomly.
\[ O_1 \] : Post test for experimental group
\[ O_2 \] : Post test for control group
\[ X \] : Treatment (Teaching writing descriptive text by using numbered heads together supported by picture)

Based on the pattern above, the subjects of research were classified into an experimental group (top line) and a control group (bottom line). Then, the experimental treatment (taught by using numbered heads together technique supported by picture) was applied to the experimental group. This treatment was symbolized as “\[ X \]”, and the control group was taught by using conventional teaching. The test was held in written form. Then, the results of the test (\[ O_1 \] and \[ O_2 \]) were computed statistically.

B. Research Setting

1. Subject and Place of the Research

This research was conducted at SMP Futuhiiyyah Mranggen which is located at Jl. Suburan Raya, Mranggen Demak. The participant of this research is the eight grade of SMP Futuhiiyyah Mranggen in the academic year of 2015/2016.
2. **Time of the Research**

This research was conducted from August 29\textsuperscript{th} to September 19\textsuperscript{th} 2015 on the first semester in the academic year of 2015/2016, counted since the research proposal was submitted until the end of the research.

C. **Source of the Data**

To limitate the time, this research did not take all students as the subjects of the research, but it used a sample.

1. **Population**

Population is all the subject of the research.\textsuperscript{3} In this research, the population of the subjects was the eighth grade of SMP Futuhiyyah Mranggen in the academic year of 2015/2016. The number of population was 102 students, and they were divided into VIII A, VIII B, and VIII C with 34 students in each class.

2. **Sample and Sampling Technique**

Sample is part of population.\textsuperscript{4} In this research, there were two classes as sample, where VIII B as the experimental group and VIII C as the control group.

Two classes were chosen randomly, because it was simple to use. Simple random sampling is one of the choosing sample


techniques that all of individual of population might have a same opportunity and have been chosen as the sample.\textsuperscript{5}

D. Variable and Indicator

Variable is the object of research or something that become the concern of research.\textsuperscript{6} There were two variables in this research.

1. Independent

Independent variable is a variable that influences or causes of change or emergence of the dependent variable.\textsuperscript{7} Independent variable in this research was the use of numbered heads together technique supported by picture in teaching writing descriptive text.

2. Dependent

Dependent variable is variable that is affected resulting, because of the existence of the independent variable.\textsuperscript{8} Dependent variable in this research was the student’s achievement in writing descriptive text.

\textsuperscript{5} Sugiyono, \textit{Metode Penelitian Kuantitatif Kualitatif dan R&D}, (Bandung: Alfabeta, 2009), p. 82.


E. Technique of Data Collection

To get the accurate data, there were two ways to collect the data, they are:

1. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability. Test as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.\(^9\)

The test in this research was an essay test, treated as post test. In essay test of writing, the students was given a free chance to tought as much as possible. They could freely express and organize their ideas in written form. In this case, students were asked to compose a descriptive text. The maximum score for each students would be 100, and the minimum score for each students would be 34.

This test was given to the experimental and control class. It is to check student’s achievement after they were taught by using numbered heads together technique supoorted by picture in experimental group and student’s achievement that was taught by using conventional teaching in control group.

2. Documentation

According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.\(^9\) In this research used the documents related to the object of research such as students’ name list, the number of students, syllabus, lesson plan, English subject schedule, etc.

F. Technique of Data Analysis

In analyzes the data by giving test to the students, it applies some steps to analyzing of the data. These following steps are:

1. Technique of Scoring Test

This research used writing test to measure students’ ability in writing descriptive text. Brown states that, there are five major items or categories in analytic scoring writing test, namely content, organization, vocabulary, syntax (grammar), and mechanic.\(^11\) The percentage of the elements of writing can be seen in the table:

<table>
<thead>
<tr>
<th>Element of writing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content mastery</td>
<td>30</td>
</tr>
</tbody>
</table>


2. The organization mastery 20
3. The vocabulary mastery 20
4. The syntax (grammar) mastery 25
5. The mechanic mastery 5

| Total of score | 100 |

Explanation:

Content : The substance of writing, the ideas expressed.
Organization : The organization of the content
Vocabulary : The choice of idioms, words, and lexical item to give a particular tone or flavor to writing.
Grammar : The employing grammatical and syntactic forms.
Mechanic : The use of graphic convention of the language.

The scoring guidance criteria by Charles and Lyle as follows:

Table 3.2
Scoring Guidance and the Explanation of Criterion.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26-22</td>
<td>assigned topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate</td>
</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERY POOR: does not communicate, no organization, not enough to evaluate</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form materi, appropriate register</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE: adequate</td>
</tr>
</tbody>
</table>

38
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13-10</td>
<td>average, occasional errors of word/idiom form; choice; usage but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VERRY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate</td>
</tr>
<tr>
<td>Language Use</td>
<td>25-22</td>
<td>EXCELLENT TO VERRY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions</td>
</tr>
<tr>
<td></td>
<td>21-18</td>
<td>GOOD TO AVARAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td>FAIR TO POOR: major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured</td>
</tr>
<tr>
<td>Criteria</td>
<td>Score</td>
<td>Level</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization; paragraphing but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate</td>
</tr>
</tbody>
</table>

Based on the explanation above, it could be concluded that a test was needed to measure students’ ability in writing tests. In technique scoring tests, there were five components in writing tests, those are: content, organization, vocabulary, syntax (grammar), and mechanic. And all of them were analyzed in this research.

2. Student’s Pre-Score

Before determining the statistical analysis technique used, the normality and homogeneity test of the data was examined. To
get the normality and homogeneity used the *daily exercise* score from the students.

It was determined the statically analysis technique whether both groups have normal distribution. If the data have normal and homogeneous distribution, the treatment and explaining could be conducted to both classes.

**a. Normality Test**

Normality test was used to check the normality of the data that was going to be analyzing whether both groups have normal distribution or not. The normality test with Chi-square was done to find out the distribution data. Steps of doing Chi-square test are:\(^{13}\)

1) Determine the range (R); the largest data reduced the smallest.

2) Determine the many class interval (K) with formula:
   \[ K = 1 + (3, 3) \log n \]

3) Determine the length of the class, using the formula:
   \[ P = \frac{\text{range } R}{\text{number of class}} \]

4) Make a frequency distribution table

5) Determines the class boundaries (bc) of each class interval.

6) Calculating the average \( X_i \), with the formula:

---

\[
\bar{X} = \frac{\sum f_i x_i}{\sum f_i}
\]

7) Calculate variants, with the formula:

\[
S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}
\]

8) Calculate the value of Z, with the formula:

\[
Z = \frac{x - \bar{x}}{s}
\]

\[x = \text{limit class}\]

\[\bar{x} = \text{Average}\]

\[S = \text{Standard deviation}\]

9) Define the wide area of each interval.

10) Calculate the frequency expository (Ei), with formula:

\[E_i = n \times \text{wide area with the n number of sample.}\]

11) Make a list of the frequency of observation (Oi), with the frequency expository as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Bc</th>
<th>Z</th>
<th>P</th>
<th>L</th>
<th>Ei</th>
<th>Oi</th>
<th>(\frac{O_i - E_i}{Ei})</th>
</tr>
</thead>
</table>

12) Calculate the chi-square \( (\chi^2) \), with the formula:

\[
\chi^2 = \sum_{i=1}^{k} \left( \frac{O_i - E_i}{E_i} \right)^2
\]

13) Determine \(dk = k-1\), where \(k\) is the number of class intervals and \(\alpha = 5\%\)
14) Determining the value of $\chi^2$ table

15) Determining the distribution normality with test criteria:

If $\chi^2$ count $\leq \chi^2$ table so the data is normal, then if $\chi^2$ count $> \chi^2$ table so the data is not normal.$^{14}$

b. Homogeneity Test

According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.$^{15}$ It is meant to get the assumption that sample of research came from a same condition or homogenous. It used to check whether experiment and control group, that are taken from population have same variant or not. The steps as follows:$^{16}$

1) Calculate variants both classes (experimental and control classes), with the formula:

$$S_1^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \quad \text{And} \quad S_2^2 = \frac{\sum (x - \bar{x})^2}{n_2 - 1}$$


2) Determine \( F = \frac{V_b}{V_k} \)

Where:
\( V_b \): Bigger Varian
\( V_k \): Smaller Varian

Determine \( d_k = \frac{(n_1 - 1) : (n_2 - 1)}{\frac{1}{2}} \)

3) Determine \( F_{table} \) with \( \alpha = 5\% \)

4) Determining the distribution homogeneity with test criteria:

If calculation result of \( F_{count} \) is lower than \( F_{table} \) by 5\% degree of significance, the data is homogeneous.\(^{17}\)

c. Hypothesis Test

It used to examine average whether experiment group and control group that have been decided having significant different average.

T-test was used to analyze the data of this research. A t-test would be the measurement to compare the mean scores of the two groups.\(^{18}\)

If \( \sigma_1^2 = \sigma_2^2 \) (has same variant), the formula is:


\[ t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \]

Where:

\( \overline{X}_1 \): The mean score of the experimental group.
\( \overline{X}_2 \): The mean of the control group
\( n_1 \): The number of experiment group
\( n_2 \): The number of control group
\( s_1^2 \): The standard deviation of experiment group
\( s_2^2 \): The standard deviation of control group

If \( \sigma_1^2 \neq \sigma_2^2 \) (has no same variant) the formula is:

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \]

The hypotheses are:

\( H_0 = \mu_1 = \mu_2 \)
\( H_a = \mu_1 \neq \mu_2 \)
\( \mu_1 \): average data of experiment group
\( \mu_2 \): average data of control group

If \( t_{count} > t_{table} \) so \( H_0 \) is rejected and there is no difference of average value from both of groups.

Moreover, the other way if the \( t_{count} < t_{table} \) so \( H_a \) is
accepted and there was significant difference of average value from both of groups.\textsuperscript{19}

3. Post Test

Post-test was held after all treatments were conducted. This test used to measure students’ achievement after experimental and control groups were given treatments and explanations. The result of the test was analyzed statistically. There are types of post-test, as follow:

a. Normality Test
   It was same as the normality test on the initial data.

b. Homogeneity Test
   It was same as the homogeneity test on the initial data.

c. Hypothesis Test
   This aim of this test was to compare between the achievement of experimental and control groups. Then, the overall result was counted by using \textit{t-test} formula in order to know the significances of the research. The formula used in the t-test is same as the hypothesis test on the initial data.

\footnotesize{\textsuperscript{19} Sugiyono, \textit{Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D}, (Bandung: Alfabeta, 2010), p. 264.}
CHAPTER IV
DATA DESCRIPTION AND DISCUSSION

A. Description

This research was experimental research on the effectiveness of numbered heads together technique supported by picture in teaching writing descriptive text. Findings of this research described that there were different result between experimental group which taught by using numbered heads together technique supported by picture and control group which was taught by using conventional teaching in writing Descriptive text.

In this chapter would be described the effectiveness of numbered heads together technique supported by picture and the result that was conducted in three treatments. Those were explained as follows:

1. Observation

Observation was conducted at August 22nd 2015, it was done to get some information about the students as the subject of the research, students’ name list, the number of the students, syllabus, the example of lesson plan, English subject schedule, etc. from the English teacher. Besides that, it was to ensure when the research could be started.

2. Pre-Score

Pre-score was gotten at August 29th 2015. It was checked to get information about students’ comprehension or their score in previous material. Besides that, it was used to know the
ability in English lesson, and to check the population were normal an homogeneous or not by using normality and homogeneity test. The test was done to choose the representative sample. The result was the population had same variant, in other word the population was normal and homogen.

3. Treatments

Treatment in experimental group was conducted at September 1<sup>st</sup>, 5<sup>th</sup> and 8<sup>th</sup> 2015. The experimental group was taught by using numbered heads together technique supported by picture when teaching learning process. During the treatments students were asked to cooperate with their group.

In the first treatment, the students were asked to count 1 until 6 to all of the member of the class, students’ who got the same number would be cooperate in one group. The result was there were five groups consist of 5 and 6 persons in each groups. A number in a piece of papper were given to each member of the groups, it was to ensure more equitable response opportunities by stop calling on students who raise their hands. A picture was shown in a few moment, students were asked to discuss and compose descriptive sentences based on the picture which was shown in several minute. The last would be called a number (e.g: 1, 4, or 6), all students with called number must raise their hand. The quickly students who raise their hand must write their group’s answer in front of the class, and they would got a point. Continued to the second until fiveth pictures, the
ways were same to the initial way. The students were enthusiastic, because they could cooperate with their classmates during the treatment.

The second treatment was almost same as the first treatment; students were asked to cooperate in one group. In this treatment they were asked to compose a descriptive text based on the picture which was shown with their group in several minutes. The ways were same to the initial way. The students were enthusiastic, because they could cooperate with their classmates during the treatment. They had been familiar with the activity.

The third treatment, was almost same as the first and the second treatments; students were asked to cooperate with their groups. In this treatment they were asked to compose a descriptive text based on the picture which was shown with their group in several minutes. The ways were same to the initial way. The third treatment was ran well like the firsts and second treatments, the students were enthusiastic during the treatment ran.

Meanwhile the control group was taught by using conventional teaching, it’s only explained the material and gave assignment individually without giving variation or special treatment by their English teacher. It was conducted at August 31st, September 5th and 7th 2015.
The first teaching learning process was done by the following sequences. Students were asked to compose descriptive sentences with their seatmate after the teacher explained the material. The students were enthusiastic during the teaching learning process, but some of them seen sleepy because it was the last lesson.

The following meetings, they were assigned by the same task, in doing the task they felt difficult to cooperate with their partner. They also looked not so enthusiastic during the teaching learning process. It influenced their achievement, their achievement was below than the experimental group.

4. Post-Test

Post-test were given to the experimental and control groups after treatments in experimental group were given. Students have to write about descriptive text related to the topic that given which approximately finished on 30 minutes. Post test was given on 12th September 2015 to the control and the experimental group. It was used five elements of writing to gave the score from the post test, the data was analyzed to prove the truth of the hypothesis that has been planned.
B. The Data Analysis and Test of Hypothesis

1. The Data Analysis of Student’s Pre-Score

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<th>VIII B (Experimental)</th>
<th>VIII C (Control)</th>
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a. **The Normality Test**

1) The Normality of VIII A Pre-Score

   The normality test was used to know whether the data obtained was normally distributed or not. Based on the table above, the normality test:
**Hypothesis:**

Ha: The distribution list was normal.
Ho: The distribution list was not normal

**Test of hypothesis:**

The formula was used:

\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

The computation of normality test:

Maximum score = 74
Minimum score = 53
Range (R) = 74 – 53 = 21
Number of class (k) = 1 + 3.3 log 34 = 6.05 = 6
Length of class (P) = 3.46 = 3

**Table 4.2**

The Frequency Distribution of VIII A Pre-Score

<table>
<thead>
<tr>
<th>Class</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_i.X_i</th>
<th>f_i.X_i^2</th>
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<td>57 - 60</td>
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<td>61 - 64</td>
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<td>3906.25</td>
<td>812.5</td>
<td>50781.25</td>
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<td>69 - 72</td>
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<td>4970.25</td>
<td>282</td>
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<td>74.5</td>
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### Table 4.3

The Normality Test of VIII A Pre-Score

<table>
<thead>
<tr>
<th>Class</th>
<th>B</th>
<th>$Z_i$</th>
<th>$P(Z_i)$</th>
<th>Wide Area</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
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<tbody>
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<td>0.4765</td>
<td>0.133</td>
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<td>4.268</td>
<td>157</td>
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</table>

$\chi^2 = 1.28162$

$\chi^2_{count} = 1.28162$
For $\alpha = 5\%$, $dk = 6 - 1 = 5$, $\chi^2_{table} = 11.0705$

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$, from the chi-square distribution table, obtained $\chi^2_{table} = 11.0705$ because $\chi^2_{count}$ was lower than $\chi^2_{table} (1.28162 < 11.0705)$. So, the distribution list was normal.

2) The Normality of Experimental group’s Pre-Score

The normality test was used to know whether the data obtained was normally distributed or not. Based on the table above, the normality test:

**Hypothesis:**

Ho: The distribution list was normal.

Ha: The distribution list was not normal.

**Test of hypothesis:**

The formula was used:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

- Maximum score = 73
- Minimum score = 55
- Range (R) = 73 - 55 = 18
Number of class (k) = 1 + 3.3 log 34 = 6.05388 = 6
Length of class (P) = 2.9733 = 3

**Table 4.4**

The Frequency Distribution of Experimental Group’s Pre-Score

<table>
<thead>
<tr>
<th>Class</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_i X_i</th>
<th>f_i X_i^2</th>
</tr>
</thead>
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<td>56.5</td>
<td>3192.3</td>
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<td>3660.3</td>
<td>432.5</td>
<td>25622</td>
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<td>63 - 66</td>
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<td>64.5</td>
<td>4160.3</td>
<td>967.5</td>
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**Table 4.5**

The Normality Test of Experimental Group’s Pre-Score

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<th>Z_i</th>
<th>P(Z_i)</th>
<th>Wide Area</th>
<th>Ei</th>
<th>Oi</th>
<th>(O_i - E_i)^2 / E_i</th>
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<td>59 - 62</td>
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<td>0.1623</td>
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</table>
$\chi^2_{count} = 6.776601$

For $\alpha = 5\%$, $dk = 6 - 1 = 5$, $\chi^2_{table} = 11.0705$

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$, from the chi-square distribution table, obtained $\chi^2_{table} = 11.0705$ because $\chi^2_{count}$ was lower than $\chi^2_{table}$ ($6.776601 < 11.0705$). So, the distribution list was normal.

3) The Normality of the Control Group’s Pre-Score

The normality test was used to know whether the data obtained was normally distributed or not. Based on the table above, the normality test:
**Hypothesis:**

Ha: The distribution list was normal.

Ho: The distribution list was not normal

**Test of hypothesis:**

The formula was used:

\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

The computation of normality test:

Maximum score = 69

Minimum score = 52

Range (R) = 69 – 52 = 17

Number of class (k) = 1 + 3.3 log34 = 6.0539 = 6

Length of class (P) = 2.80812 = 3

**Table 4.6**

The Frequency Distribution of Control Group’s Pre-Score

<table>
<thead>
<tr>
<th>Class</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_i.X_i</th>
<th>f_i.X_i^2</th>
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<td>56 - 59</td>
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<td>60 - 63</td>
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Table 4.7
The Normality Test of Control Group’s Pre-Score

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<th>Class</th>
<th>B</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Wide Area</th>
<th>Ei</th>
<th>Oi</th>
<th>( \frac{(O_i - E_i)^2}{E_i} )</th>
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<td>7</td>
<td>1</td>
<td>0.215988</td>
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<td>0.150239</td>
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</tr>
<tr>
<td>56 - 59</td>
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<td>-0.338</td>
<td>0.3759</td>
<td>12</td>
<td>0.47502</td>
<td></td>
</tr>
<tr>
<td>60 - 63</td>
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<td>0.038</td>
<td>0.3621</td>
<td>11.638</td>
<td>14</td>
<td>0.479286</td>
</tr>
<tr>
<td>64 - 67</td>
<td>67.5</td>
<td>1.1765</td>
<td>0.3803</td>
<td>0.1077</td>
<td>3.6623</td>
<td>3</td>
<td>0.119783</td>
</tr>
<tr>
<td>68 - 71</td>
<td>71.5</td>
<td>2.2576</td>
<td>0.488</td>
<td>0.0116</td>
<td>0.3932</td>
<td>3</td>
<td>0.393226</td>
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<tr>
<td>72 - 75</td>
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<td>3.3387</td>
<td>0.4996</td>
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<td></td>
</tr>
</tbody>
</table>

\( \chi^2 = 1.406023 \)

\( \chi^2_{count} = 1.406023 \)

For \( \alpha = 5\% \), \( dk = 6 - 1 = 5 \), \( \chi^2_{table} = 11.0705 \)
With $\alpha = 5\%$ and $dk = 6 - 1 = 5$, from the chi-square distribution table, obtained $\chi^2_{table} = 11.0705$ because $\chi^2_{count}$ was lower than $\chi^2_{table}(1.406023 < 11.0705)$. So, the distribution list was normal.

b. **Homogeneity Test**

**Hypothesis**

$Ho : s_1^2 = s_2^2$

$Ha : s_1^2 \neq s_2^2$

**The Calculation**

Formula:

\[
F = \frac{Vb}{Vk}
\]

Ho is accepted if $F \leq F_{(1-a) (nb-1): (nk-1)}$

<table>
<thead>
<tr>
<th>Variation Source</th>
<th>VIII A</th>
<th>VIII B (Experiment)</th>
<th>VIII C (Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum ($\sum$)</td>
<td>2198</td>
<td>2228</td>
<td>2155</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>64.6470</td>
<td>65.5294</td>
<td>63.3823</td>
</tr>
<tr>
<td></td>
<td>15.6292</td>
<td>17.4082</td>
<td>15.1524</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standar deviation (s)</td>
<td>3.9553</td>
<td>4.1723</td>
<td>3.8926</td>
</tr>
</tbody>
</table>

According to the formula above, it is obtained that:

\[
F = \frac{17.4082}{15.1524} = 1.149
\]

For \( \alpha = 5\% \) with:

\[
\begin{align*}
\text{df1} &= n - 1 = 34 - 1 = 33 \\
\text{df2} &= n - 1 = 34 - 1 = 33
\end{align*}
\]

\[
F_{(0.05)(33:33)} = 1.788
\]

Since \( F_{\text{count}} < F_{\text{table}} \), the VIII B (experimental group) and VIII C (control group) have the same variance. With \( \alpha = 5\% \) and \( dk = (34 - 1 = 33) \): \( (34 - 1 = 33) \), obtained \( F_{\text{table}} = 1.788 \). Because \( F_{\text{count}} \) was lower than \( F_{\text{table}} \) (1.149 < 1.788). So, Ho was accepted and the two groups have same variant/homogeneous.
c. Hypothesis Test

In this research, because $\sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula was as follows:

$$
t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}
$$

<table>
<thead>
<tr>
<th>Variation Source</th>
<th>VIII B (Experiment)</th>
<th>VIII C (Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum ($\sum$)</td>
<td>2228</td>
<td>2155</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>65.5294</td>
<td>63.3823</td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td>17.4081</td>
<td>15.1524</td>
</tr>
<tr>
<td>Standar deviation (s)</td>
<td>4.1723</td>
<td>3.8926</td>
</tr>
</tbody>
</table>

According to the formula above, it is obtained that:

$$
t = \frac{65.53 - 63.38}{\sqrt{\frac{17.4081}{34} + \frac{15.1524}{34}}}
$$

$$
t = 0.38
$$
For $\alpha = 5\%$ and $dk = 34 + 34 - 2 = 66$, obtained $t_{table} = 1.996$. Because $t_{count}$ was lower than $t_{table}$ ($0.38 < 1.996$). So, Ho was accepted and there was no difference of the pre-score average value from both groups.

2. The Data Analysis of Post-test Score between Experimental and Control Group

Table 4.10

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>SCORE</th>
<th>NO</th>
<th>CODE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>1</td>
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<tr>
<td>2</td>
<td>E-2</td>
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<td>C-2</td>
<td>65</td>
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<td>C-3</td>
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<td>C-8</td>
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<td>C-15</td>
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<td>C-16</td>
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<td>C-17</td>
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<td>E-20</td>
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<td>20</td>
<td>C-20</td>
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<td>C-22</td>
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<td>C-27</td>
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<td>E-28</td>
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<td>28</td>
<td>C-28</td>
<td>66</td>
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<td>E-29</td>
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<td>29</td>
<td>C-29</td>
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<td>C-31</td>
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<td>E-32</td>
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<td></td>
<td>[\sum]</td>
<td>2585</td>
<td></td>
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</tr>
<tr>
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<td>[\bar{x}]</td>
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<td></td>
<td>64.46666667</td>
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<td>Varian (s²)</td>
<td>42.9991087</td>
<td></td>
<td>14.0505747</td>
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</tr>
</tbody>
</table>
a. The Normality Test

1) The Normality test of Experimental group’s Post-test Score

The normality test was used to know whether the data obtained was normally distributed or not. Based on the table above, the normality test:

**Hypothesis:**

Ho: The distribution list was normal.

Ha: The distribution list was not normal.

**Test of hypothesis:**

The formula was used:

\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

The computation of normality test:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum score</td>
<td>86</td>
</tr>
<tr>
<td>Minimum score</td>
<td>58</td>
</tr>
<tr>
<td>Range (R)</td>
<td>86 -58</td>
</tr>
<tr>
<td>Number of class (k)</td>
<td>1 + 3.3 log 34 = 6.0539 = 6</td>
</tr>
<tr>
<td>Length of class (P)</td>
<td>4.6251 = 5</td>
</tr>
</tbody>
</table>
### Table 4.11
The Frequency Distribution of Experimental Group’s Post-Test Score

<table>
<thead>
<tr>
<th>Class</th>
<th>( f_i )</th>
<th>( X_i )</th>
<th>( X_i^2 )</th>
<th>( f_i \cdot X_i )</th>
<th>( f_i \cdot X_i^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 - 63</td>
<td>2</td>
<td>60.5</td>
<td>3660.3</td>
<td>121</td>
<td>7320.5</td>
</tr>
<tr>
<td>64 - 69</td>
<td>3</td>
<td>66.5</td>
<td>4422.3</td>
<td>199.5</td>
<td>13267</td>
</tr>
<tr>
<td>70 - 75</td>
<td>9</td>
<td>72.5</td>
<td>5256.3</td>
<td>652.5</td>
<td>47306</td>
</tr>
<tr>
<td>76 - 81</td>
<td>13</td>
<td>78.5</td>
<td>6162.3</td>
<td>1020.5</td>
<td>80109</td>
</tr>
<tr>
<td>67 - 87</td>
<td>7</td>
<td>84.5</td>
<td>7140.3</td>
<td>591.5</td>
<td>49982</td>
</tr>
<tr>
<td>88 - 93</td>
<td>0</td>
<td>90.5</td>
<td>8190.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sum</td>
<td>34</td>
<td></td>
<td></td>
<td>2585</td>
<td>197985</td>
</tr>
</tbody>
</table>

### Table 4.12
The Normality Test of Experimental Group’s Post-Test Score

<table>
<thead>
<tr>
<th>Class</th>
<th>B</th>
<th>( Z_i )</th>
<th>P(( Z_i ))</th>
<th>Wide Area</th>
<th>Ei</th>
<th>Oi</th>
<th>( \frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 - 63</td>
<td>57.5</td>
<td>-2.7974</td>
<td>0.4977</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>58 - 63</td>
<td>0.0267</td>
<td>0.9085</td>
<td>2</td>
<td>1.3115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 - 69</td>
<td>63.5</td>
<td>-1.8912</td>
<td>0.4707</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>64 - 69</td>
<td>0.1329</td>
<td>4.5179</td>
<td>3</td>
<td>0.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 - 75</td>
<td>69.5</td>
<td>-0.9855</td>
<td>0.3378</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70 - 75</td>
<td>0.306</td>
<td>10.403</td>
<td>9</td>
<td>0.1893</td>
<td></td>
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</tr>
<tr>
<td>76 - 81</td>
<td>75.5</td>
<td>-0.0799</td>
<td>-0.0318</td>
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<td></td>
<td>76 - 81</td>
<td>0.3274</td>
<td>11.13</td>
<td>13</td>
<td>0.314</td>
<td></td>
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</tr>
<tr>
<td>82 - 87</td>
<td>81.5</td>
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<td>0.4583</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>82 - 87</td>
<td>0.1628</td>
<td>5.5347</td>
<td>7</td>
<td>0.3879</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87.5</td>
<td>1.7314</td>
<td>0.4583</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The computation of normality test:

\[ \chi^2_{count} = 3.988 \]

For \( \alpha = 5\% \), dk = 6 - 1 = 5, \( \chi^2_{table} = 11.07 \)

With \( \alpha = 5\% \) and dk = 6 - 1 = 5, from the chi-square distribution table, obtained \( \chi^2_{table} = 11.07 \) because \( \chi^2_{count} \) was lower than \( \chi^2_{table} (3.988 < 11.07) \). So, the distribution list was normal.

2) The Normality of the Control Group’s Post-test Score

The normality test was used to know whether the data obtained was normally distributed or not. Based on the table above, the normality test:

**Hypothesis:**

Ha: The distribution list was normal.

Ho: The distribution list was not normal

**Test of hypothesis:**

The formula was used:

\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

The computation of normality test:
Maximum score  =  70  
Minimum score  =  50  
Range ( R )  =  70 – 50  =  20  
Number of class ( k )  =  1 +3.3 log30  =  5.8745  =  6  
Length of class ( P )  =  3.4045  =  3

**Table 4.13**  
The Frequency Distribution of Control Group’s Post-Test Score

<table>
<thead>
<tr>
<th>Class</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_iX_i</th>
<th>f_iX_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 53</td>
<td>1</td>
<td>51.5</td>
<td>2652.3</td>
<td>51.5</td>
<td>2652.3</td>
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<tr>
<td>54 - 57</td>
<td>0</td>
<td>55.5</td>
<td>3080.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>58 - 61</td>
<td>3</td>
<td>59.5</td>
<td>3540.3</td>
<td>178.5</td>
<td>10621</td>
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<td>13</td>
<td>63.5</td>
<td>4032.3</td>
<td>825.5</td>
<td>542419</td>
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<td>66 - 69</td>
<td>11</td>
<td>67.5</td>
<td>4556.3</td>
<td>742.5</td>
<td>50119</td>
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<td>70 - 73</td>
<td>2</td>
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<td>5112.3</td>
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</table>

**Table 4.14**  
The Normality Test of Control Group’s Post-Test Score

<table>
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<tr>
<th>Class</th>
<th>B</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Wide Area</th>
<th>Ei</th>
<th>Oi</th>
<th>(O_i – E_i)^2 / E_i</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 53</td>
<td>49.5</td>
<td>-3.8467</td>
<td>-0.4999</td>
<td>0.0022</td>
<td>0.0671</td>
<td>1</td>
<td>0.9320</td>
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<tr>
<td>54 - 57</td>
<td>53.5</td>
<td>-2.8344</td>
<td>-0.4977</td>
<td>0.0319</td>
<td>0.9577</td>
<td>0</td>
<td>0.9577</td>
</tr>
<tr>
<td>58 - 61</td>
<td>57.5</td>
<td>-1.8221</td>
<td>-0.4658</td>
<td>0.1748</td>
<td>5.244</td>
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\[ \chi^2 = 3.8248 \]

For \( \alpha = 5\% \), \( dk = 6 - 1 = 5 \), \( \chi^2_{table} = 11.07 \)

With \( \alpha = 5\% \) and \( dk = 6 - 1 = 5 \), from the chi-square distribution table, obtained \( \chi^2_{table} = 11.07 \) because \( \chi^2_{count} \) was lower than \( \chi^2_{table} (3.8248 < 11.07) \). So, the distribution list was normal.

b. Homogeneity Test

**Hypothesis**

\( Ho : s_1^2 = s_2^2 \)

\( Ha : s_1^2 \neq s_2^2 \)

**The Calculation**

Formula:

\[ F = \frac{Vb}{Vk} \]
Ho is accepted if $F \leq F_{(1-a) \ (nb-1): \ (nk-1)}$

Table 17

Result of Post Test Score

<table>
<thead>
<tr>
<th>Variation Source</th>
<th>VIII B (Experiment)</th>
<th>VIII C (Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum ($\sum$)</td>
<td>2585</td>
<td>1934</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>76.03</td>
<td>64.47</td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td>42.999</td>
<td>14.050</td>
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<tr>
<td>Standar deviation (s)</td>
<td>6.56</td>
<td>3.75</td>
</tr>
</tbody>
</table>

According to the formula above, it is obtained that:

\[
F = \frac{42.999}{14.050} = 3.060
\]

For $\alpha = 5\%$ with:

$df1 = n - 1 = 34 - 1 = 33$

$df2 = n - 1 = 30 - 1 = 29$

$F_{(0.05)(31:29)} = 1.837$
Since \( F_{\text{count}} < F_{\text{table}} \), the VIII B (experimental group) and VIII C (control group) have the same variance. With \( \alpha = 5\% \) and \( dk = (34 – 1 = 33) : (30-1 = 29) \), obtained \( F_{\text{table}} = 1.837 \). Because \( F_{\text{count}} \) was lower than \( F_{\text{table}} \) (3.060 > 1.837). So, Ho was accepted and the two groups haven’t same variant/homogeneous.

c. Hypothesis Test

In this research, because \( \sigma_1^2 \neq \sigma_2^2 \) (haven’t same variant), the t-test formula was as follows:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}
\]

Table 18

Result of Post-Test Score

<table>
<thead>
<tr>
<th>Variation Source</th>
<th>VIII B (Experiment)</th>
<th>VIII C (Control)</th>
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</thead>
<tbody>
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<td>Sum (( \sum ))</td>
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<td>1934</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>30</td>
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</tbody>
</table>
According to the formula above, it is obtained that:

\[
t = \frac{\bar{x} - \mu}{\sqrt{\frac{\sigma^2}{n_1} + \frac{\sigma^2}{n_2}}}
\]

\[
t = \frac{76.03 - 64.47}{\sqrt{\frac{42.999}{34} + \frac{14.050}{30}}} = 8.55
\]

For \(\alpha = 5\%\) and \(d_k = 34 + 30 - 2 = 62\), \(t_{(0.05)(30)} = 1.670\)

Since \(t_{\text{count}} > t_{\text{table}}\) means that there was a significant difference between experimental and control group. The test of the experimental group was higher than the control group. From the computation above, by 5% alpha level of significance and \(d_k = 34 + 30 - 2 = 62\). It was obtained \(t_{\text{table}}\) was 1.999 while \(t_{\text{count}}\) was 8.55. So, it could
be concluded Ho was rejected because $t_{count}$ was higher than the critical value on the $t_{table}$ ($8.55 > 1.670$).

From the result, the hypotheses in this research could be concluded that there was a significance difference in students achievement score between experimental group and control group.

3. **Discussion of the Research Findings**

   1. Student’s achievement in writing descriptive text after being taught using numbered heads together supported by picture could be seen from the normality test with the chi-square, where $\chi^2_{count} < \chi^2_{table}$, $\alpha = 5\%$ and df = 5. On the normality test of the post test of the experimental group could be seen $\chi^2_{count}$ (3.98) < $\chi^2_{table}$ (11.07). The average score of experimental group was 76.02 and standard deviation (s) was 6.62. Numbered heads together technique supported by picture could encourage the students to be more active and motivated in learning activities.

   2. Student’s achievement in writing descriptive text after being taught by using conventional teaching could be seen from the normality test with the chi-square, where $\chi^2_{count} < \chi^2_{table}$, $\alpha = 5\%$ and df = 5. On the normality test of the post test of the control group could be seen $\chi^2_{count}$ (3.82) < $\chi^2_{table}$ (11.07). The average score of control group was 64.46 and standard deviation (s) was 3.74. Teaching writing descriptive text at
control group by using conventional teaching made the students feel bored with the material that is being presented.

3. Based on the result of calculation t-test is obtained $t_{count} : 8.55$ and $t_{table} : 1.670$. It was showed that $t_{count} > t_{table}$ ($t_{count}$ is higher than $t_{table}$). So it means that there was a significant difference between student’s achievements in writing descriptive text that has been taught by using numbered heads together technique supported by picture and taught by using conventional teaching.

4. Limitations of the Research

Some limitations of this research were:

1. The research was limited at SMP Futuhiyyah Mranggen in the academic year of 2015/2016. When the same researches conducted in other schools, it is still possible that different result will be gained.

2. Relative lack of experience and knowledge of the researcher, makes implementation process of this research was less smooth. But the researcher has done as good as possible to do this research accordance with capability of knowledge and the guide from the advisors.

3. This research was limited at the descriptive text material for eight grade students of junior high school, so it was still
possible that different result will be gained at the different material.

Considering all those limitations, there is a need to do further research about teaching writing descriptive text using the same or different medium. In the hope there will be more optimal result.
A. Conclusion

The conclusion of this research was drawn in accordance with the result of the data analysis in previous chapter. After getting the result of the research, there was a significant difference in students’ score in writing descriptive text at the eight grade students of SMP Futuhiyyah Mranggen in academic year of 2015/2016 between students who have been taught by using numbered heads together technique supported by picture and those who have been taught by using conventional teaching.

It was showed from the mean of experimental group was higher than control group (76.02 > 64.46). On the other hand, the test of hypothesis using t-test formula showed the value of the t-test was higher than the value of the t-table. The value of t-test was 8.55, while the value of t-table on $\alpha = 5\%$ is 1.670 (8.55 $>$ 1.670). The hypothesis was accepted. It could be concluded that numbered heads together supported by picture was effective to teach writing descriptive text.

In addition, teaching writing descriptive text by using numbered heads together technique supported by picture could help the students to improve their writing skills.
B. Suggestion

In teaching and learning English at junior high school, the teacher must create enjoyable, fun and interesting atmosphere, because the enjoyment is the basic modal that has to be noticed in order to get students’ attention in learning. So, the students are interested in learning. If the students have high interest, it would not be difficult for the teacher to deliver the lesson.

Based on the hold result of the research, there were some suggestions for English teacher and students as follow:

1. For the English Teacher
   a. Numbered heads together technique supported by picture may become alternative technique during teaching writing activity. By using numbered heads together technique supported by picture students do not only pay attention to the material but also they could cooperate and involve directly when teaching learning process will make them easier to get the material because they leared in different way.
   b. The teacher must demonstrate well how to do applied numbered heads together technique supported by picture with the students.
   c. The teacher must give the clear explanation about what descriptive text is and how to create it.
   d. Before teaching and learning process, the teacher must prepared all the things related to numbered heads
together technique supported by picture. It means that before applying numbered heads together technique supported by picture, it is better if the teacher checks whether the topic and the picture is appropriate or interesting to their level or not.

2. For the Students
   a. The students should pay attention to the teacher when he or she gives the English material.
   b. The students might apply numbered heads together technique supported by picture to cooperate with their group or classmate and encourage themselves to learn English especially writing a descriptive text.
   c. The students should learn the elements of good writing in the writing process.
   d. The students should practice their ability of writing.

3. For the next researcher
   They could make this research as their reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation about this, they could conduct a research with the same technique but in different genres or in opposite way. The writer hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.
Thus, this final project was served to the readers. It was realized that it still less perfect, critics and suggestion are wished to make this final project become better in the future. The result of this final project was hoped to be beneficial for people.


Supriadi, Satria, dkk, “Students’ Improvement in Reading Comprehension on Recount Text Through Numbered Head Together”, *Journal*, Pontianak: English Education Study Program, and Language and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University.


APPENDICES
## STUDENTS LIST OF SMP FUTUHIYYAH MRANGGEN

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Lesson Plan (Experimental Class)

School : SMP FUTUHIYYAH  
Subject : English  
Class/Semester : VIII / I  
Material : Descriptive Text  
Skill focus : Writing  
Allocated time : 2 x 45 minutes (1st meeting)

A. Standard of Competence
6. Expressing meaning of the functional text and simple short essay in the form of descriptive and recount text, to interact with the environment.

B. Basic Competence
6.2. Expressing meaning and rhetorical stages of a simple short essays in using a variety of written language accurately, fluently, and thankful to interact with the environment in the form of descriptive and recount text.

C. Indicator
- Compose descriptive sentences about animal, person, or thing.

D. Learning Aim
- By the end of the lesson, the students will have been able to compose descriptive sentences correctly.
E. Teaching Material

Descriptive Text is a text which describes something, especially in detail.

1. Social Function
   - To describe a particular person, place or thing.

2. Generic Structure
   - Identification: Identifies phenomenon to be describe.
   - Description : Describe parts, qualities, characteristics, etc.

3. Language Features
   - Focus on Specific Participants
   - The use of adjectives.
   - The use of Simple Present Tense:
     Pattern:
     1. Subject + to be + Adjective/ Noun
     2. Subject + has + a/an + Adjective/ Noun

Example 1:
1. She is slim
2. I am an animal
3. It is mammal
4. She has a beatiful skin
5. I has a beautiful pet

Example 2:
I am an animal
I am mammal

Example 3:
I am an actrees
I have a flat nose
I live at Sidney Zoo (Australia)
I have a blond hair
I jumps with two legs
I have a brown fur
I am Sundanesee
I have a pouch
My jargon is “prikitiew
Who am I?
Who am I?
Answer: Kangoroo
Answer: Sule

F. Learning Activity

Pre-Activity:

Apperception (10 minutes)
- Greeting (Assalamualaikum Wr.Wb.)
- Teacher guides the students to pray/ reciting basmallah
- Teacher checks the students’ attendance
- Teacher give stimulate question about the material
- Teacher tells to the student the learning aim

Main activity: (70 minutes)

1) Building Knowledge of the Field (BKoF)
   - The students look at the example of descriptive sentences on
     the slide.
   - The students answer some questions from the teacher about
     the example.

2) Modeling of the Text (MoT)
   - Teacher explain about descriptive text.
   - Teacher explain how to compose descriptive sentences.

3) Joint Construction of The Text (JCoT)
   - The teacher devides the class.
- The teacher asks the students to count 1 to 6, and remember their number.
- The teacher asks the students that have the same number to make a group (Each group consist of 6 students which has their own number (1-6)).
- Teacher distributes number in a piece of paper, each group has 1 to 6 new number. (students hang the new number in their uniform or their veil).
- The students look at a pictures.
- The students discuss and write a simple descriptive sentences based on the pictures with their group.
- Teacher calls up a number (e.g: 1), and the students that have number 1 write the answer in front of the class. Teacher gives a point for each right answer.

4) Independent Construction of The Text (ICoT)
- The students compose at least 10 descriptive sentences about animal, person, or thing based on the picture.

Post activity: (10 minutes)
- The teacher gives the reflection, clarification, appreciation and conclusion.
- The teacher closes the class by recite hamdallah.

G. Teaching method
- Method: Cooperative Learning (Numbered Heads Together)
H. Source and Media
- Media: Slide, Worksheet, Pictures

I. Assessment
1. Form: Written
2. Instrument: Students are assigned to compose some descriptive sentences about animal, person, or thing.
3. Indicators

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<td>EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic</td>
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<td>GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail</td>
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<td>FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic</td>
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<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate</td>
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<td>EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing,</td>
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| Cohesive       |       | **17-14** cohesive  
GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing  
**13-10** FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development  
**9-7** VERRY POOR: does not communicate, no organization, not enough to evaluate |
| Vocabulary     |       | **20-18** EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form materi, appropriate register  
**17-14** GOOD TO AVERAGE: adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured  
**13-10** FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured  
**9-7** VERRY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate |
<p>| Language Use   |       | <strong>25-22</strong> EXCELLENT TO VERRY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; |</p>
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<td>GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured</td>
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<td>FAIR TO POOR: major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured</td>
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<td>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate</td>
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<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling;, punctuation; capitalization, paragraphing</td>
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<td>meaning confused or obscured VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.</td>
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Mranggen, 1st September 2015

[Signatures of English Teacher, Researcher, and Headmaster]
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Material : Descriptive Text
Skill focus : Writing
Allocated time : 2x45 minutes (2\textsuperscript{nd} and 3\textsuperscript{rd} meetings)

A. Standard of Competence
6. Expressing meaning of the functional text and simple short essay in the form of descriptive and recount text, to interact with the environment.

B. Basic Competence
6.2. Expressing meaning and rhetorical stages of a simple short essays in using a variety of written language accurately, fluently, and thankful to interact with the environment in the form of descriptive and recount text.

C. Indicator
- Making a description about animal, person or things.

D. Learning Aim
- By the end of the lesson, the students will have been able to make a descriptive text well.
E. Teaching Material

Descriptive Text is a text which describes something, especially in detail.

1. Social Function
   - To describe a particular person, place or thing.

2. Generic Structure
   - Identification: Identifies phenomenon to be describe.
   - Description: Describe parts, qualities, characteristics, etc.

3. Language Features
   - Focus on Specific Participants
   - The use of Simple Present Tense
   - The use of adjectives.

4. Example

   My Best Friend

   [Identification] Sule is my best friend.

   [Description]
   He has straight hair and blond. He has a beautiful smile. He has a flat nose, fair skinned, and a long body. He is a very kind person, lovely, friendly, patient, and he loves to help people. He always says “prikitiew” everytime and everywhere.
F. Learning Activity

Pre-Activity:
Apperception (10 minutes)
- Greeting (Assalamualaikum Wr.Wb.)
- Teacher guides the students to pray/reciting basmallah
- Teacher checks the students’ attendance
- Teacher give stimulate question about the material
- Teacher tells to the student the learning aim

Main activity: (70 minutes)
5) Building Knowledge of the Field (BKoF)
- The teacher gives the review from the previous lesson.
- The teacher asks students to mention the generic structure and language features of descriptive text.

6) Modeling of the Text (MoT)
- The students read the another text of descriptive text from the teacher.
- The students answer some questions about the text.
- The teacher gives the explanation about how to write descriptive text correctly.
- The teacher gives some picture about animal, person or things, then asking students to describe it together in descriptive text.

7) Joint Construction of The Text (JCoT)
- The teacher devides the class
- The teacher asks the students to count 1 to 6, and remember their number.
- The teacher asks the students that have the same number to make a group (Each group consist of 6 students which has their own number (1-6)).
- Teacher distributes number in a piece of paper, each group has 1 to 6 new number. (students hang the new number in their uniform or their veil).
- The students look at a pictures.
- The students discuss and write a simple descriptive sentences based on the pictures with their group. Teacher calls up a number (e.g: 1), and the students that have number 1 write the answer in front of the class. Teacher gives a point for each right answer.

8) Independent Construction of The Text (ICoT)
   - The students make a simple descriptive text about animal, person or thing based on the picture.

Post activity: (10 minutes)
   - The teacher gives the reflection, clarification, appreciation and conclusion.
   - The teacher closes the class by recite hamdallah.

Teaching method
   - Method: Discussion
   - Technique: Numbered Heads Together
G. Media
- Worksheet, Pictures

H. Assessment
1. Form: Written
2. Instrument: Students are assigned to make a descriptive text about animal, person, or thing.
3. Indicators

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td>EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>30-27</td>
<td>GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical</td>
</tr>
<tr>
<td>Criteria</td>
<td>Score</td>
<td>Level</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>but incomplete sequencing FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERRY POOR: does not communicate, no organization, not enough to evaluate</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form materia, appropriate register</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE: adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERRY POOR: essentially translation, little knowledge of English vocabulary; idioms; word form, not enough to evaluate</td>
</tr>
<tr>
<td>Language Use</td>
<td>25-22</td>
<td>EXCELLENT TO VERRY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions</td>
</tr>
<tr>
<td></td>
<td>21-18</td>
<td>GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several</td>
</tr>
<tr>
<td>Criteria</td>
<td>Score</td>
<td>Level</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td>errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FAIR TO POOR: major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
<td>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization; paragraphing but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization;</td>
</tr>
<tr>
<td>Criteria</td>
<td>Score</td>
<td>Level</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>paragraphing, handwriting illegible or not enough to evaluate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mranggen, 5th September 2015
INSTRUMENT OF POST TEST

Make a descriptive text and follow the instructions below, please!

1. Write down your name.
2. The paragraphs is written in simple present tense.
3. The length of paragraph is about 10 or more sentences.
4. Look up your dictionary if you need it.
5. You can describe the topics below, please choose one of them!
   a. Family (father, mother, sister, etc)
   b. English Teacher
   c. Classroom
6. Time allotment for writing is 30 minutes.

Nama: ROUSTYA ULYA DENI
Kelas: 8B

Identification: I have a sister. Her name is Qarina.

Description: Qarina is funny, she is beautiful and tall.
She like playing doll with me. Her favorite food is meat ball and her favorite drink is ice tea. Her dream is to be a teacher.
Her hobby is reading book and swimming.

Her school is University UGM Jogjakarta City.

C: 22
O: 17
V: 19
L: 17
M: 3
INSTRUMENT OF POST TEST

Make a descriptive text and follow the instructions below, please!

1. Write down your name.
2. The paragraphs is written in simple present tense.
3. The length of paragraph is about 16 or more sentences.
4. Look up your dictionary if you need it.
5. You can describe the topics below, please choose one of them!
   a. Family (father, mother, sister, etc)
   b. English Teacher
   c. Classroom
6. Time allotment for writing is 30 minutes.

Name: Tri Widiyo Ningsih
Class: VIII B.

---

MY CLASSROOM

This is my classroom. It is big and clean.

There is a white board in front of the classroom. There is a picture of President and won. There is also a clock on the wall.

There are 40 laws and 20 desks in my classroom. There is one teacher’s chair and one table. For the teacher, my classroom is clean and orderly because we always clean up every day.
INSTRUMENT OF POST TEST

Make a descriptive text and follow the instructions below, please!
1. Write down your name.
2. The paragraphs is written in simple present tense.
3. The length of paragraph is about 16 or more sentences.
4. Look up your dictionary if you need it.
5. You can describe the topics below, please choose one of them!
   a. Family (father, mother, sister, etc)
   b. English Teacher
   c. Classroom
6. Time allotment for writing is 30 minutes.

Name: Joly Sulthon A
Kelas: VIII B

My English teacher

I have an english Teacher, Her name is Mrs. Ann.

She is very smart teacher, she live in somewhere city now
She always wear neat cloth, she also study in somewhere city
She is very patient teacher, she always teaching with her feel and heart

So the students like him and love him

thank you.

(Rodok ngapus' iitik)
(Katengebu)
INSTRUMENT OF POST TEST

Make a descriptive text and follow the instructions below, please!

1. Write down your name.
2. The paragraphs is written in simple present tense.
3. The length of paragraph is about 10 or more sentences.
4. Look up your dictionary if you need it.
5. You can describe the topics below, please choose one of them!
   a. Family (father, mother, sister, etc)
   b. English Teacher
   c. Classroom
6. Time allotment for writing is 30 minutes.

Nama : Nabila Aini Fathah Kania
Kelas : VIII B

My Classroom

English Teacher
Nurani Susilawati

I have a favourite teacher. Her name is English teacher. Her name is Nurani Susilawati. She is very beautiful and cute. She also teaches in Brumbung. She always smiling every time. I like her very much.

FINISH

C: 23
O: 18
V: 17
L: 19
M: 4
INSTRUMENT OF POST TEST

Make a descriptive text and follow the instructions below, please!

1. Write down your name.
2. The paragraphs is written in simple present tense.
3. The length of paragraph is about 15 or more sentences.
4. Look up your dictionary if you need it.
5. You can describe the topics below, please choose one of them!
   a. Family (father, mother, sister, etc)
   b. English Teacher
   c. Classroom
6. Time allotment for writing is 30 minutes.

Nama: Alvin Aditia Rosihan Asyhad

My classroom

Identification: I have a classroom, it's big

Description: have one whiteboard, have twenty tables, have four lamps, have four chairs, have one clock, have one fan, have one door, have three windows, have three boof, and have one blackboard, and have one blackboard and rubbish.
INSTRUMENT OF POST TEST

Make a descriptive text and follow the instructions below, please!

1. Write down your name.
2. The paragraphs is written in simple present tense.
3. The length of paragraph is about 16 or more sentences.
4. Look up your dictionary if you need it.
5. You can describe the topics below, please choose one of them!
   a. Family (father, mother, sister, etc)
   b. English Teacher
   c. Classroom
6. Time allotment for writing is 30 minutes.

Name: Nizga Nur A. Khakima
Class: 3C

My young brother: 70

I have a young brother. His name is Muhammad Al-Ah Minta. He is very handsome and very funny. He is very naughty. He is a second grade elementary school student.
INSTRUMENT OF POST TEST

Make a descriptive text and follow the instructions below, please!
1. Write down your name.
2. The paragraphs is written in simple present tense.
3. The length of paragraph is about 16 or more sentences.
4. Look up your dictionary if you need it.
5. You can describe the topics below, please choose one of them!
   a. Family (father, mother, sister, etc)
   b. English Teacher
   c. Classroom
6. Time allotment for writing is 30 minutes.

Name: Julia Cinta Bila
Class (8c) Eighth Che

A. My mother

I have a mother, her name is Siti Nasidah.
She is short, she is beautiful.
She is smart in cooking.

B. English Teacher

I have an English teacher.
She is very beautiful.
Her name is Mrs. Ming.
She is very big, she is teaching.
She is a craftsman of metals, English language.
She is with neck.

C. My Classroom

It is in third floor.
I have classroom, my classroom there is three floor.
In inside my classroom there is one white board and two blackboard.
In inside of the wall there is clock.
Media to Experimental Group
Treatments in Experimental Group (VIII B)

Teacher was explained the material

Students discussed with their groups

Teacher checks student’s work

Treatment in Experimental group

Students discussed with their groups

Treatment in Experimental group

Post-test Experimental group

Post-test Experimental group
Teaching learning process in Control Group (VIII C)

Post-test Control Group
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO
SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Alamat: Jl. Prof. Dr. Hamka Telp/ Fax (024) 7601295, 7615387

Nomor : In.06.3/14/PP.00.9/6419/2014 Semarang, 28 November 2014
Lamp : -
Hal : Penunjukan Pembimbing Skripsi

Kepada Yth.
1. Nadiah Makmun, M.Pd
2. Yulia Romadiastri, M.Pd
Di Tempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:
Nama : Anis Mardhiyah
NIM : 113411050

Judul : THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER TECHNIQUE SUPPORTED BY PICTURE TO TEACH DEGREES OF COMPARISON (An Experimental Research at Eight Grade of SMPN 1 Mranggen in the Academic Year of 2014/2015)

dan menunjuk Ibu Nadiah Makmun, M.Pd dan Ibu Yulia Romadiastri, M.Pd sebagai pembimbing.

Demikian atas kerja sama yang diberikan, kami ucapkan terima kasih.

[Stamp]

[Signature]
Siti Tarwiyah, M.Hum.
NIP. 19721108 199903 2 001

Tembusan:
1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip
Nomor: In.06.3/ DI/TL.00./3782/2015
Lamp. -

Hal: Mohon Ijin Riset
   a.n.: Anis Mardhiyah
   NIM: 113411050

Kepada Yth.
Kepala SMP Futuhiyyah Mranggen
di Demak

Assalamu’alaikum Wr.Wb.
Diberitahuken dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:
   nama: Anis Mardhiyah
   NIM: 113411050
   alamat: Dukuh Ngumpul RT. 05 RW. 02 Desa Tegalaram, Mranggen Demak
   judul skripsi: The Effectiveness of Numbered Heads Together Supported by Picture in Teaching Writing Descriptive Text.
   pembimbing: 1. Nadijah Ma’mun, M.Pd.
               2. Yulia Romadiastri, M.Sc.

Mahasiswa tersebut membutuhkan data-data berkaitan dengan tema/judul skripsi yang sedang disusun, dan oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 1 bulan, mulai tanggal 29 Agustus sampai dengan tanggal 26 September 2015.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr, kami sampaikan terima kasih.
Wassalamu’alaikum Wr.Wb

A.n. Dekan,
Dekan Bidang Akademik

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai lampiran)
YAYASAN PONDOK PESANTREN FUTUHIYYAH
SEKOLAH MENENGAH PERTAMA
SMP FUTUHIYYAH
Jalan Suburan Mranggen Telepon (024) 6708202 Demak 59567

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Kepala SMP Futuhiyyah Mranggen Demak

Nama: H.ABDULLAH ASHIF, Lc
Jabatan: Kepala SMP Futuhiyyah Mranggen
Alamat: Jln. Brumbungan Mranggen Demak

Menerangkan dengan sesungguhnya bahwa Mahasiswa tersebut dibawah ini

Nama: Anis Mardhlyah
NIM: 113411050
Instansi Pendidikan: UIN (Universitas Islam Negeri) Walisongo Semarang
Program/Semester/Th: S.1/8/2015
Jurusan: Pendidikan Bahasa Inggris
Alamat: Desa Tegalrumin Ngumpul RT:05/III Mranggen Demak

Telah melakukan Penelitian karya tulis ilmiah yang berjudul:
THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER TECHNIQUE SUPPORTED
BY PICTURE IN TEACHING WRITING DESCRIPTIVE TEXT.
(An Experimental Research at Eight Grade Of SMP Futuhiyyah Mranggen in the

Demikian surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Mranggen, 24 November 2015

Kepala Sekolah

B. Abdullah Ashif, Lc
LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Ged. Lab. MIPA Terpadu Lt.3) 087601291 Fax. 761387 Semarang 50182

PENELITI : Anis Mardhiyah
NIM : 113411050
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF NUMBERED HEAD TOGETHER TECHNIQUE SUPPORTED BY PICTURE IN TEACHING WRITING DESCRIPTIVE TEXT
(An Experimental Research at Eight Grade of SMP Futuhiyyah Mranggen in the Academic Year of 2015/2016)

HIPOTESIS1 :
a. Hipotesis Varians :
   Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
   Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
b. Hipotesis Rata-rata :
   Ho : Rata-rata rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol.
   Ha : Rata-rata rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :
Ho DITERIMA, jika nilai t hitung < t tabel
Ho DITOLAK, jika nilai t hitung > t tabel

HASIL DAN ANALISIS DATA :

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>hasil belajar eksp</td>
<td>34</td>
<td>76.0294</td>
<td>6.55737</td>
<td>1.12458</td>
</tr>
<tr>
<td>kontr</td>
<td>30</td>
<td>64.4667</td>
<td>3.74841</td>
<td>.68436</td>
</tr>
</tbody>
</table>
### Independent Samples Test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig.</td>
</tr>
<tr>
<td>hasil Equal belajar variances assumed</td>
<td>5.861</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>8.783</td>
</tr>
</tbody>
</table>

1. Pada kolom *Levene's Test for Equality of Variances*, diperoleh nilai sig. = 0.018. Karena sig. = 0.018 < 0.05, maka Ho DITOLAK, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.


3. Nilai t tabel (62;0,05) = 1,670 (*one tail*). Berarti nilai t_hitung = 8,505 > t_tabel = 1,670, hal ini berarti Ho DITOLAK, artinya : Rata-rata rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata rata-rata hasil belajar siswa kelas kontrol.

Semarang, 19 Nopember 2015
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

SURAT KETERANGAN
Nomor : In.06.3/D.3/PP.009/4508/2015

Assalamu‘alaikum, Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo dengan sesungguhnya, bahwa:

Nama : Anis Mardhiyah
Tempat, tanggal lahir : Demak, 9 September 1992
NIM : 113411050
Program/Semester/Tahun : S.1/8/2015
Jurusan : Pendidikan Bahasa Inggris
Alamat : Desa Tegalrum Ngumpul RT 05/III Kec. Mranggen – Demak 59567

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana terlampir.

Demikian surat keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu‘alaikum, Wr. Wb.

Semarang, 27 Februari 2015

A.n Dekan
Wakil Dekan
Bidang Kemahasiswaan dan Kerjasama

Dr. H. Farah Syukur, M.Ag.
NIP. 19681212 199403 1003
# TRANSKRIP KO-KURIKULER

**Nama** : Anis Mardhiyah  
**NIM** : 113411050

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Kegiatan</th>
<th>Jumlah Kegiatan</th>
<th>Nilai Kum.</th>
<th>Presentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aspek Keagamaan dan Kebangsaan</td>
<td>6</td>
<td>15</td>
<td>18,52%</td>
</tr>
<tr>
<td>2.</td>
<td>Aspek Penalaran dan Idealisme</td>
<td>11</td>
<td>22</td>
<td>27,16%</td>
</tr>
<tr>
<td>3.</td>
<td>Aspek Kepemimpinan dan Loyalitas</td>
<td>9</td>
<td>20</td>
<td>24,70%</td>
</tr>
<tr>
<td>4.</td>
<td>Aspek Pemenuhan Bakat dan Minat Mahasiswa</td>
<td>4</td>
<td>13</td>
<td>16,05%</td>
</tr>
<tr>
<td>5.</td>
<td>Aspek Pengabdian Kepada Masyarakat</td>
<td>4</td>
<td>11</td>
<td>13,59%</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td><strong>34</strong></td>
<td><strong>81</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Predikat** : (Istimewa/Baik Sekali/Baik/Cukup)

Semarang, 27 Februari 2015  
A.n Dekan  
Wakil Dekan  
Bidang Kemahasiswaan dan Kerjasama

Dr. H. Fayah Syukur, M.Ag.  
NIP. 19681212 199403 1 003
PIAGAM
Nomor: In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama: ANIS MARDHIYAH
NIM: 113411050
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