

**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



By:

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**EDUCATION AND TEACHER TEACHING FACULTY
STATE ISLAMIC UNIVERSITY OF WALISONGO
SEMARANG
2015**

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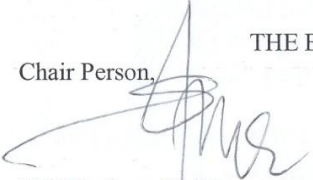
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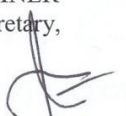
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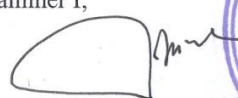
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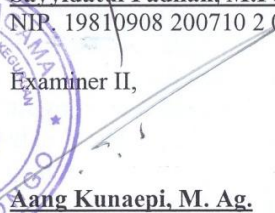
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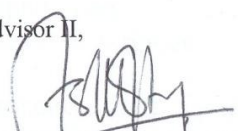
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To
The Dean of Education and Teacher Teaching Faculty
State Islamic University of Walisongo

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
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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.

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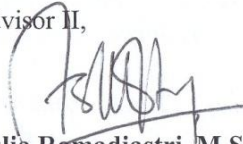
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I state that this final project is ready to be submitted to Education and Teacher Teaching Faculty State Islamic University of Walisongo to be examined at Munaqosyah Session.

Wassalamu'alaikum. wr. wb.

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ABSTRACT

Title : **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)**

Name : Anis Mardhiyah

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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.

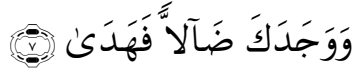
The population of the research was the eight grade students of SMP Futuhiyyah Mranggen in the academic year of 2015/2016. The research method was an experimental research, which conducted in two classes; the experimental group (VIII B) and control group (VIII C) as the sample. The VIII B was taught by 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 H_a was accepted and H_o 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.”



“And find thee enamored of thy people and in search of guidance for them, and showed thee the right way for them”.¹

¹ Mahmud Y. Zayid, *The Qur'an: An English Translation of the Meaning of the Qur'an*, (Lebanon: Dar Al-Choura, 1980), p. 622.

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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Bismillahirrahmanirrahim

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:

1. Dr. H. Raharjo, M. Ed, St. as the Dean of Education and Teaching Training Faculty.
2. Dr. H. Muslih, MA. as the Chief of English Education Department.
3. Nadiah Ma'mun, M.Pd. as the first advisor and Yulia Romadiastri, M.Sc. as the second advisor. Thank you very much for your suggestions, corrections, advices, and motivations during arranging this final project.
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7. Teachers in SD Negeri Tegalarum 2 who always give me support and motivation to finishing this final project.
8. Dearest friends, "Imam, Munib, Qolig, Umu, Filda, Ria, Tiara, Farikha, Devia, Murwati, Nisa', Puji, Ella, Eka" and all my friends in TBI B 2011, I can't mention your names one by one. Thanks for togetherness during this time, giving support and motivation, helping each other to solve the problem.
9. My my Student Community Service team at Gunung Gempol Village Jumo Temanggung and Teaching Internship team at SMK Muhammadiyah 1 Semarang, thanks for all.
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Semarang, November 13rd 2015

The writer,



Anis Mardhiyah

Student's Number: 113411050

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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.

² J.B.Heaton, *Writing English Language Tests*, (London: Longman Group, 1975), p. 8.

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.”³

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

³ Douglas Brown, *Principles of Language and Learning*, (United States: Prentice-Hall, inc, 1994), 4th ed., p. 7.

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 decrease in the holy Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٣٠﴾

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

⁴ Mahmud Y. Zayid, *The Qur'an: An English Translation of the Meaning of the Qur'an*, (Lebanon: Dar Al-Choura, 1980), p. 445.

⁵ Ahmad Mushthafa Al-Maraghi, *Terjemahan Tafsir Al-Maraghi Juz 30*, (Semarang: PT. Karya Toha Putra, 1993), p. 347-348.

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:

...وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ﴿٢﴾

...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.

⁶ Mahmud Y. Zayid, *The Qur'an: An English Translation of the Meaning of the Qur'an*, (Lebanon: Dar Al-Choura, 1980), p. 73.

⁷ Ahmad Mushthafa Al-Maraghi, *Terjemahan Tafsir Al-Maraghi Juz 6*, (Semarang: PT. Karya Toha Putra, 1993), p. 86.

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.⁸ 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.⁹ 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."¹⁰

Numbered Heads Together is a technique where students are divided in 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

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

⁹ Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publications, 2009), p. 1.2.

¹⁰ Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publications, 2009), p. 1.18.

better what they learn in improving the performance of skill they are expected to develop.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.”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)”.

¹¹ Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001), 2nd ed., p. 1.

¹² Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 2.

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.

¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc. Graw Hill, 2006), p. 98.

In writing process, the writer seems to have the most important cognitive implication.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.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.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,

² Sara Chusing Weigle, *Assessing Writing*, (UK: Cambridge University Press, 2002), p. 17.

³ Sara Chusing Weigle, *Assessing Writing*, (UK: Cambridge University Press, 2002), p. 18.

⁴ J.B.Heaton, *Writing English Language Tests*, (London: Longman Group, 1975), p. 134-138.

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

⁵ Garth Sundem, *Improving Student Writing Skills*, (USA: Corrine Burton Shell Education, 2006), p. 41.

⁶ Jack C. Richards, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p. 316.

⁷ Garth Sundem, *Improving Student Writing Skills*, (USA: Corrine Burton Shell Education, 2006), p. 43.

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 write ideas and connect them 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.⁸ Don't worry about grammar, spelling or punctuation. The most important thing is to keep the idea flowing during writing.

d) Questioning

⁸ Ann Hogue, *First Step in Academic Writing*, (New York: Addison-Wesley Publishing Company, 1995), p. 24.

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.⁹ 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

⁹ Becky L. Spivey, "What is the Writing Process?", www.superduperinc.com, accessed at March 14th 2015.

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.¹⁰ 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.¹¹

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

¹⁰ Becky L. Spivey, “What is the Writing Process?”, www.superduperinc.com, accessed at March 14th 2015.

¹¹ Rudi Hartono, *Genres of Texts*, (Semarang: Semarang State University, 2005), p. 4.

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

¹² Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 24.

¹³ J.B. Heaton, *Writing English Language Tests*, (London: Longman Group, 1975), p. 135.

- 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.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.¹⁵

5) Mechanics

¹⁴ Garth Sundem, *Improving Student Writing Skills*, (USA: Corrine Burton Shell Education, 2006), p. 105.

¹⁵ Garth Sundem, *Improving Student Writing Skills*, (USA: Corrine Burton Shell Education, 2006), p. 102.

It means that absence of errors in spelling, capitalization, and punctuation.¹⁶ 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.¹⁷ 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

¹⁶J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners; Practical Approaches for Teacher*, (USA: Longman, 1996), p. 142.

¹⁷ Oxford, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), p. 443.

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, tastes, and or sounds.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.¹⁹

¹⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997), p. 50.

¹⁹ Peter Knap and Megan Watkins, *Genre, Text, Grammar*, (Australia: University of New South Wales Press, 2005), p. 97.

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;²⁰ 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

²⁰ Mark Anderson, *Text-Types in English*, (Australia: Macmillan Education Australia PTY LTD, 1997), p.103.

²¹ Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publications, 2009), p. 6.30.

- 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 answer 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.²² 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.²³ 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.²⁴

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

²² Oxford, *Oxford Dictionary for Advanced Learners*, (New York: Oxford University Press, 2005), p. 322.

²³ Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 10.

²⁴ Venon S. Gerlach, *Teaching and Media "A Systematic Approach"*, (New Jersey, 1998), p. 273.

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.²⁵

While according to Harmer the types of pictures are:²⁶

- 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: ²⁷

- 1) Pictures of Individual

²⁵ Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 193-203.

²⁶ Jeremy Harmer, *the Practice of English Language Teaching*, (Cambridge: Longman, 2002), p. 134.

²⁷ Grazyna Szkyke, *Using Pictures As Teaching Aids*, *English Teaching Forum*, (Cambridge: Cambridge University, 1981), p. 45.

- a) Pictures of individual person or things may be used, mainly at the elementary level, to introduce or test vocabulary items.
- b) Potraits, 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 interprating the pictures as follow. It can be caused by the size and distance or it is too small and the distance is too

²⁸ Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 3.

²⁹ Virginia F. Allen, *Technique in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 28.

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 use the big and good pictures, besides that he or she could use a slide to show the pictures.

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

B. Previous Research

Considering the topic discussed 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.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, *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

³⁰ Muflikhatun Nisa Muyassaroh, "Developing Students' Ability in Writing Descriptive Text Through Brainstorming", *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).³¹

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.³²

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.³³ It is provisional truth determined that should be tested and proved.³⁴ 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.

(Pontianak: English Education Study Program, and Language and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University).

³³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 159.

³⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 110.

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

Formula:

R	X	O₁
R		O₂

¹ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.47.

² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p.76.

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 Futuhiyyah Mranggen which is located at Jl. Suburan Raya, Mranggen Demak. The participant of this research is the eight grade of SMP Futuhiyyah Mranggen in the academic year of 2015/2016.

2. Time of the Research

This research was conducted from August 29th to September 19th 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.³ In this research, the population of the subjects was the eight 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.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

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 173.

⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 215.

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

D. Variable and Indicator

Variable is the object of research or something that become the concern of research.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.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.⁸ Dependent variable in this research was the student's achievement in writing descriptive text.

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 82.

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 161.

⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009) p. 39.

⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009) p. 39.

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 thought 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 supported by picture in experimental group and student's achievement that was taught by using conventional teaching in control group.

⁹ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p. 3.

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.¹⁰ 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 3.1
Percentage of the Element of Writing

Element of writing	Score
1. The content mastery	30

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 274.

¹¹ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2001), p. 246.

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:¹²

Table 3.2
Scoring Guidance and the Explanation of Criterion.

Criteria	Score	Level
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to

¹²Charles Alderson and Lyle F. Bachman, *Assessing Writing*, (USA: Cambridge University Press, 2002), p. 116.

Criteria	Score	Level
	26-22	assigned topic GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	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	VERY 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

Criteria	Score	Level
	13-10	average, occasional errors of word/idiom form; choice; usage but meaning not obscured FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	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
	17-11	FAIR TO POOR: major problem in simple/complex constructions, frequent errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured

Criteria	Score	Level
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

Based on the explanation above, it could be concluded that a test was needed to measure students' ability in writing test. In technique scoring test, there were five components in writing test, 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 tstudents.

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 $\bar{X}$ ($\bar{X}$), with the formula:

¹³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 241.

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

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 = limit class

$\bar{x}$ = Average

S = Standard deviation

9) Define the wide area of each interval.

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

Ei = n x wide area with the n number of sample.

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

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$

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

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

13) Determine dk = k-1, where k is the number of class intervals and $\alpha = 5\%$

14) Determining the value of χ^2 table

15) Determining the distribution normality with test criteria:

If $\chi^2 \text{ count} \leq \chi^2 \text{ table}$ so the data is normal, then if $\chi^2 \text{ count} > \chi^2 \text{ table}$ 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:

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

¹⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 243.

¹⁵ David Nunan, *Research Method in Language Learning*, (Cambridge: University Press, 1992), p. 27.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 275.

2) Determine $F = \frac{Vb}{Vk}$

Where:

Vb : Bigger Varian

Vk : Smaller Varian

Determine $dk = (n_1 - 1) : (n_2 - 1)$

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:

¹⁷ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 258.

¹⁸ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p. 205.

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

$\bar{X}_1$: The mean score of the experimental group.

$\bar{X}_2$: 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:

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

The hypotheses are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 : average data of experiment group

μ_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.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 *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.

¹⁹ Sugiyono, *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 and 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 1st, 5th and 8th 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 paper 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 first 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 12nd 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

Table 4.1

PRE-SCORE

NO	VIII A		VIII B (Experimental)		VIII C (Control)	
	CODE	SCORE	CODE	SCORE	CODE	SCORE
1	A-1	60	E-1	65	C-1	63
2	A-2	63	E-2	65	C-2	60
3	A-3	62	E-3	70	C-3	57
4	A-4	66	E-4	65	C-4	69
5	A-5	59	E-5	60	C-5	57
6	A-6	61	E-6	65	C-6	66
7	A-7	63	E-7	73	C-7	66
8	A-8	62	E-8	61	C-8	63
9	A-9	74	E-9	65	C-9	66
10	A-10	53	E-10	61	C-10	66
11	A-11	68	E-11	65	C-11	63
12	A-12	65	E-12	70	C-12	52
13	A-13	68	E-13	65	C-13	63
14	A-14	64	E-14	55	C-14	63
15	A-15	63	E-15	70	C-15	63
16	A-16	61	E-16	65	C-16	60
17	A-17	63	E-17	60	C-17	57
18	A-18	65	E-18	70	C-18	57
19	A-19	63	E-19	65	C-19	68

20	A-20	68	E-20	65	C-20	66
21	A-21	65	E-21	66	C-21	69
22	A-22	64	E-22	65	C-22	60
23	A-23	66	E-23	70	C-23	66
24	A-24	60	E-24	70	C-24	63
25	A-25	62	E-25	60	C-25	66
26	A-26	63	E-26	65	C-26	66
27	A-27	68	E-27	61	C-27	65
28	A-28	60	E-28	60	C-28	66
29	A-29	67	E-29	70	C-29	63
30	A-30	69	E-30	73	C-30	66
31	A-31	68	E-31	69	C-31	66
32	A-32	69	E-32	65	C-32	65
33	A-33	68	E-33	69	C-33	66
34	A-34	69	E-34	65	C-34	63
Σ		2198		2228		2155
N		34		34		34
$\bar{x}$		64.6470588		65.52941176		63.38235294
Varians (s^2)		15.6292335		17.40819964		15.15240642
S		3.95338254		4.172313464		3.892609204

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

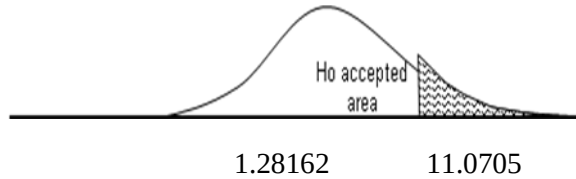
Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
53 - 56	1	54.5	2970.25	54.5	2970.25
57 - 60	3	58.5	3422.25	175.5	10266.75
61 - 64	13	62.5	3906.25	812.5	50781.25
65 - 68	12	66.5	4422.25	798	53067
69 - 72	4	70.5	4970.25	282	19881
73 - 76	1	74.5	5550.25	74.5	5550.25
Sum	34			2197	14256.5

Table 4.3
The Normality Test of VIII A Pre-Score

Class	B	Z _i	P(Z _i)	Wide Area	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
	52.5	- 2.9641	- 0.4985				
53 - 56				0.022 0	0.704 581	1	0.12386
	56.5	- 1.9857	- 0.4765				
57 - 60				0.133 4	4.268 157	3	0.3768
	60.5	- 1.0072	- 0.3431				
61 - 64				0.331 6	10.61 136	13	0.53769
	64.5	- 0.0288	- 0.0115				
65 - 68				0.340 3	10.89 076	12	0.11298
	68.5	0.9497	0.3289				
69 - 72				0.144 2	4.615 077	4	0.08197
	72.5	1.9281	0.4731				
73 - 76				0.025 1	0.803 019	1	0.04832
	76.5	2.9065	0.4981 7				
χ^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 χ^2_{count} was lower than χ^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

$$\text{Number of class (k)} = 1 + 3.3 \log 34 = 6.05388 = 6$$

$$\text{Length of class (P)} = 2.9733 = 3$$

Table 4.4

The Frequency Distribution of Experimental Group's Pre-Score

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
55 - 58	1	56.5	3192.3	56.5	3192.3
59 - 62	7	60.5	3660.3	432.5	25622
63 - 66	15	64.5	4160.3	967.5	62404
67 - 70	9	68.5	4692.3	616.5	42230
71 - 74	2	72.5	5256.3	145	10513
75 - 78	0	76.5	5852.3	0	0
Sum	34			2209	143961

Table 4.5

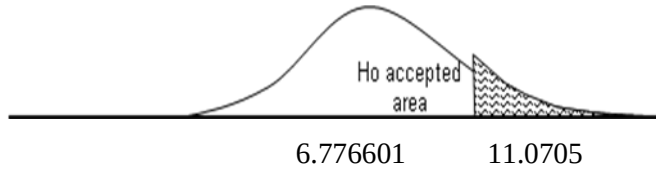
The Normality Test of Experimental Group's Pre-Score

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	54.5	-2.866	-0.4979				
55 - 58				0.0361 94	1.2306	0	1.230581
	58.5	-1.7711	-0.4617				
59 - 62				0.2111 73	7.1799	1	5.319154
	62.5	-0.6762	-0.2506				
63 - 66				0.4128 09	14.036	15	0.066278
	66.5	0.4186	0.1623				

67 - 70				0.2726 67	9.2707	9	0.007904
	70.5	1.5135	0.4349				
71 - 74				0.0605 29	2.058	2	0.001635
	74.5	2.6083	0.4955				
75 - 78				0.0044 43	0	2	0.15105
	78.5	3.7032	0.4999				
χ^2						=	6.776601

$$\chi^2_{count} = 6.776601$$

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 χ^2_{count} was lower than χ^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) = $1 + 3.3 \log 34$ = 6.0539 = 6

Length of class (P) = 2.80812 = 3

Table 4.6

The Frequency Distribution of Control Group's Pre-Score

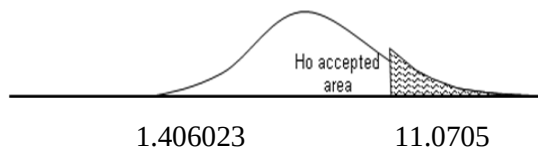
Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
52 - 55	1	53.5	2862.3	53.5	2862.25
56 - 59	4	57.5	3306.3	230	13225
60 - 63	12	61.5	3782.3	738	45387
64 - 67	14	65.5	4290.3	917	60063.5
68 - 71	3	69.5	4830.3	208.5	14990.8
72 - 75	0	78.5	5402.3	0	0
Sum	34			2147	136029

Table 4.7
The Normality Test of Control Group's Pre-Score

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	51.5	-3.1479	-0.499				
52 - 55				0.0186	0.6308 7	1	0.215988
	55.5	-2.0668	-0.481				
56 - 59				0.1428	4.8539 6	4	0.150239
	59.5	-0.9857	-0.338				
60 - 63				0.3759	12.779 1	12	0.47502
	63.5	-0.0954	0.038				
64 - 67				0.3621	11.638 2	14	0.479286
	67.5	1.1765	0.3803				
68 - 71				0.1077	3.6623 3	3	0.119783
	71.5	2.2576	0.488				
72 - 75				0.0116	0.3932 3	0	0.393226
	75.5	3.3387	0.4996				
χ^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 χ^2_{count} was lower than χ^2_{table} ($1.406023 < 11.0705$). So, the distribution list was normal.

b. Homogeneity Test

Hypothesis

$$H_0 : s_1^2 = s_1^2$$

$$H_a : s_1^2 \neq s_1^2$$

The Calculation

Formula:

$$F = \frac{Vb}{Vk}$$

H_0 is accepted if $F \leq F_{(1-\alpha)(nb-1):(nk-1)}$

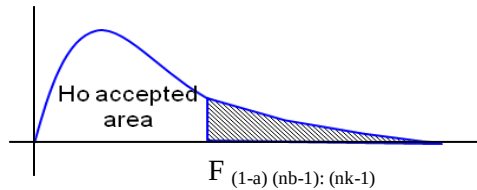


Table 4.8

Result of Pre-Score

Variation Source	VIII A	VIII B (Experiment)	VIII C (Control)
Sum (Σ)	2198	2228	2155
N	34	34	34
$\bar{x}$	64.6470	65.5294	63.3823

Variance (s^2)	15.6292	17.4082	15.1524
Standar deviation (s)	3.9553	4.1723	3.8926

According to the formula above, it is obtained that:

$$F = \frac{17.4082}{15.1524}$$

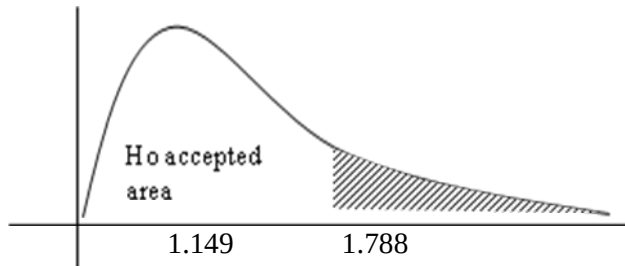
$$F = 1.149$$

For $\alpha = 5\%$ with:

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

$$df2 = n - 1 = 34 - 1 = 33$$

$$F_{(0.05)(33;33)} = 1.788$$



Since $F_{count} < F_{table}$, 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 $F_{table} = 1.788$. Because F_{count} was lower than F_{table} ($1.149 < 1.788$). So, H_0 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:

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Table 4.9
Result of Pre-Score

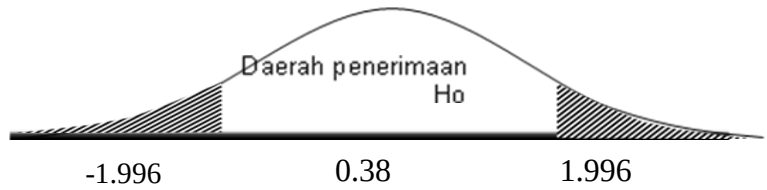
Variation Source	VIII B (Experiment)	VIII C (Control)
Sum (Σ)	2228	2155
N	34	34
$\bar{x}$	65.5294	63.3823
Variance (s^2)	17.4081	15.1524
Standar deviation (s)	4.1723	3.8926

According to the formula above, it is obtained that:

$$t = \frac{65.53 - 63.38}{\sqrt{\frac{17.408}{34} + \frac{15.1524}{34}}}$$

$$t = 0.38$$

For $\alpha = 5\%$ and $dk = 34 + 34 - 2 = 59$, $t_{(0.05)34} = 1.996$



With $\alpha = 5\%$ and $dk = 34 + 34 - 2 = 66$, obtained $t_{table} = 1.996$. Because t_{count} was lower than t_{table} ($0.38 < 1.996$). So, H_0 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

POST-TEST SCORE

EXPERIMENTAL			CONTROL		
NO	CODE	SCORE	NO	CODE	SCORE
1	E-1	75	1	C-1	66
2	E-2	77	2	C-2	65
3	E-3	65	3	C-3	66
4	E-4	73	4	C-4	66
5	E-5	83	5	C-5	60
6	E-6	83	6	C-6	67
7	E-7	76	7	C-7	65
8	E-8	79	8	C-8	67
9	E-9	79	9	C-9	59
10	E-10	75	10	C-10	65
11	E-11	77	11	C-11	66

12	E-12	64	12	C-12	-
13	E-13	86	13	C-13	-
14	E-14	73	14	C-14	65
15	E-15	75	15	C-15	65
16	E-16	79	16	C-16	67
17	E-17	58	17	C-17	67
18	E-18	77	18	C-18	-
19	E-19	81	19	C-19	67
20	E-20	85	20	C-20	59
21	E-21	74	21	C-21	70
22	E-22	71	22	C-22	65
23	E-23	78	23	C-23	63
24	E-24	83	24	C-24	66
25	E-25	75	25	C-25	63
26	E-26	76	26	C-26	63
27	E-27	78	27	C-27	64
28	E-28	84	28	C-28	66
29	E-29	85	29	C-29	63
30	E-30	76	30	C-30	-
31	E-32	79	32	C-31	64
32	E-32	63	32	C-32	70
33	E-33	68	33	C-33	50
34	E-34	75	34	C-34	65
Σ		2585			1934
N		34			30
$\bar{x}$		76.0294118			64.4666666 7
Varians (s ²)		42.9991087			14.0505747 1

S	6.55737057			3.74840962 4
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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:

Maximum score = 86

Minimum score = 58

Range (R) = 86 - 58 = 28

Number of class (k) = $1 + 3.3 \log 34$ = 6.0539 = 6

Length of class (P) = 4.6251 = 5

Table 4.11
The Frequency Distribution of Experimental Group's Post-Test Score

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

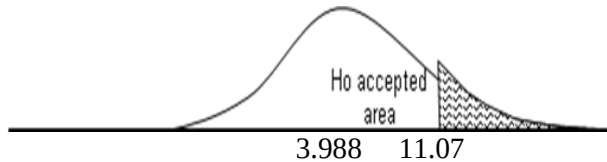
Table 4.12
The Normality Test of Experimental Group's Post-Test Score

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	57.5	-2.7974	-0.4977				
58 - 63				0.0267	0.9085	2	1.3115
	63.5	-1.8912	-0.4707				
64 - 69				0.1329	4.5179	3	0.51
	69.5	-0.9855	-0.3378				
70 - 75				0.306	10.403	9	0.1893
	75.5	-0.0799	-0.0318				
76 - 81				0.3274	11.13	13	0.314
	81.5	0.8257	0.4583				
82 - 87				0.1628	5.5347	7	0.3879
	87.5	1.7314	0.4583				

88	-	93			0.0375	1.2754	0	1.2754
		93.5	2.637	0.4958				
χ^2							=	3.988

$$\chi^2_{count} = 3.988$$

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 χ^2_{count} was lower than χ^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:

$$\begin{aligned}
\text{Maximum score} &= 70 \\
\text{Minimum score} &= 50 \\
\text{Range (R)} &= 70 - 50 = 20 \\
\text{Number of class (k)} &= 1 + 3.3 \log 30 = 5.8745 = 6 \\
\text{Length of class (P)} &= 3.4045 = 3
\end{aligned}$$

Table 4.13

The Frequency Distribution of Control Group's Post-Test Score

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
50 - 53	1	51.5	2652.3	51.5	2652.3
54 - 57	0	55.5	3080.3	0	0
58 - 61	3	59.5	3540.3	178.5	10621
62 - 65	13	63.5	4032.3	825.5	542419
66 - 69	11	67.5	4556.3	742.5	50119
70 - 73	2	71.5	5112.3	143	10225
Sum	34			1941	126036

Table 4.14

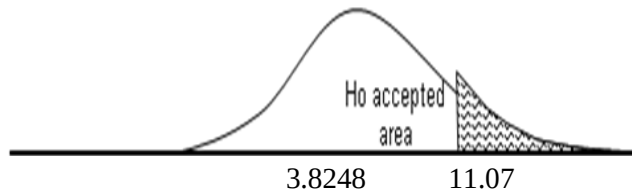
The Normality Test of Control Group's Post-Test Score

Class	B	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	49.5	-3.8467	-0.4999				
50 - 53				0.0022	0.0671	1	0.9320
	53.5	-2.8344	-0.4977				
54 - 57				0.0319	0.9577	0	0.9577
	57.5	-1.8221	-0.4658				
58 - 61				0.1748	5.244	3	0.9602

	61.5	0.8098	-0.291				
62 - 65				0.3712	11.136	13	0.312
	65.5	0.2025	0.0802				
66 - 69				0.3075	9.2265	11	0.3409
	69.5	1.2148	0.3878				
70 - 73				0.0993	2.9778	2	0.321
	73.5	2.227	0.487				
χ^2						=	3.8248

$$\chi^2_{count} = 3.8248$$

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 χ^2_{count} was lower than χ^2_{table} ($3.8248 < 11.07$). So, the distribution list was normal.

b. Homogeneity Test

Hypothesis

$$H_0 : s_1^2 = s_2^2$$

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

The Calculation

Formula:

$$F = \frac{V_b}{V_k}$$

H_0 is accepted if $F \leq F_{(1-\alpha)(nb-1);(nk-1)}$

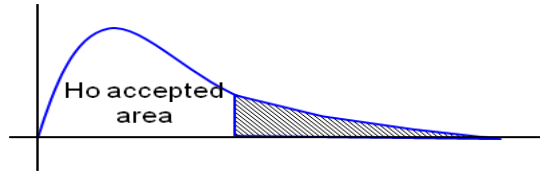


Table 17

Result of Post Test Score

Variation Source	VIII B (Experiment)	VIII C (Control)
Sum (Σ)	2585	1934
N	34	30
$\bar{x}$	76.03	64.47
Variance (s^2)	42.999	14.050
Standar deviation (s)	6.56	3.75

According to the formula above, it is obtained that:

$$F = \frac{42.999}{14.050}$$

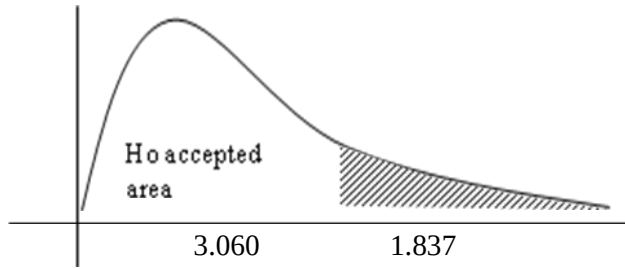
$$F = 3.060$$

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_{count} was lower than F_{table} ($3.060 > 1.837$). So, H_0 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

Variation Source	VIII B (Experiment)	VIII C (Control)
Sum (Σ)	2585	1934
N	34	30

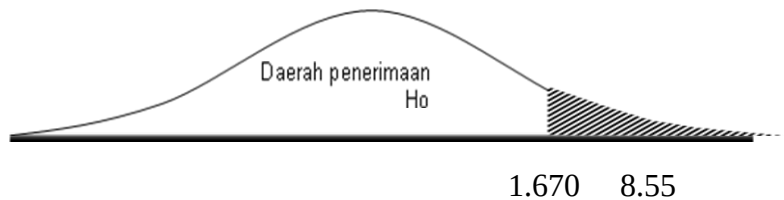
$\bar{x}$	76.03	64.47
Variance (s^2)	42.999	14.050
Standar deviation (s)	6.56	3.75

According to the formula above, it is obtained that:

$$t = \frac{76.03 - 64.47}{\sqrt{\frac{(34-1)42.999 + (30-1)14.050}{34+30-2} \left(\frac{1}{34} + \frac{1}{30}\right)}}$$

t = 8.55

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



Since $t_{count} > t_{table}$ 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 $dk = 34+30-2=62$. It was Obtained t_{table} was 1.999 while t_{count} was 8.55. So, it could

be concluded H_0 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 feels 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.

CHAPTER V

CONCLUSION AND SUGGESTION

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 applicated 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.

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APPENDICES

**STUDENTS LIST OF SMP FUTUHIYYAH
MRANGGEN**

CLASS: VIII A

NO	NAMA	GENDER
1	Afdatunnisa	F
2	Afifudin	M
3	Andre Subastyan	M
4	Anggita Ferdiana Fiestri	F
5	Ari Prasetyo	M
6	Artika Andina Utami	F
7	Diniq Ayun Pratiwi	F
8	Fahriawan Kunarso	M
9	Fiqi Maulina	F
10	Fiyyana Dhirotul Muna	F
11	Gita Cahyaningrum	F
12	Ibnu Setiawan	M
13	Ikhsanya Herawati	F
14	Ja'far Sodiq	M
15	Laras Wahyu Setyowati	F
16	M. Febriyan Hamid Efendy	M
17	Maharani Manunggal Siwi	F
18	Maya Faridatul Ain	F
19	Mochammad Yasholi Ikhsanihal	M
20	Muhamad Mustofal Ahcyar	M
21	Muhammad Ari Yusuf	M
22	Nur Syafa'ah	F
23	Nusaibah Mirza Fawwaz	M
24	Pendi Wahyudito	M

25	Prita Maharani	F
26	Rico Hendro Maulana	M
27	Sa'idatun Nafiah	F
28	Sefi Admohandis	F
29	Sefia Dewi Sekar Bulan	F
30	Silvia Widyawati	F
31	Siska Nor Arifah	F
32	Syaiful Ulum	M
33	Wanda Rahardian Arsanata	F
34	Khoirul Ibat	M

CLASS: VIII B

NO	NAMA	GENDER
1	Abdulloh Arif Sudirman	M
2	Ady Firmansyah	M
3	Ahmad Diya'ul Khaq	M
4	Alhumaira Bunda Purwagicinta	F
5	An Jumil Firdaus	F
6	Asna Aulia Rohmah	F
7	Bima Sakti Setiawan	M
8	Chabib Rifki Alrifan	M
9	Dyah Apriliana Sari	F
10	Fatchur Rozaq	M
11	Fina Fithrotul Zaidah	F
12	Happy Hayuhaning Sukma	F
13	Jaly Sulthon Abdallah	M
14	Kharisma Noviana Fauziah	F
15	Kiki Aji Nugroho	M
16	Muhamad Anang Rivai	M
17	Muhamad Zakki Hailul Wafa	M
18	M. Yazid Junaidi Al Anshori	M
19	Nabila Miftahun Kania Fahmi	F
20	Nur Rizka Luffiana	F
21	Nuriya Maliihatin	F
22	Oktasya Budi Asih	F
23	Puja Nailis Soraya	F
24	Rifqi Malik Al-Rosyid	M
25	Rima Deviyana	F
26	Robiah Dawiyah	F

27	Rousyana Ulya Dewi	F
28	Sabila Insani Fauziah	F
29	Tri Witdia Ningsih	F
30	Ulfi Lailatuz Zahro	F
31	Umi Latifah	F
32	Wildan Rahmat Salma Syanjali	M
33	Wirranto	M
34	Zifani Anand Maulada	M

CLASS: VIII C

NO	NAMA	GENDER
1	Lutfia Nur Rohmah	F
2	Ahmad Afif Fadholi	M
3	Ahmad Misbahul Huda	M
4	Alvin Aditya Rosihan Asyhad	M
5	Alvina Rajnikania Juwaini Putri	F
6	Devi Pramas Wari Malik I. B	F
7	Dwi Sinta Pramesti	F
8	Faradilla Nurwanda	F
9	Febri Firmansyah	M
10	Firlan Adi Nugraha	M
11	Fitra Ardiansyah	M
12	Ifa Nazila	F
13	Ifan Maulana	M
14	Julia Cinta Bila	F
15	Lisa Zunatul Rahma	M
16	Lutfi Lailatun Nisa'	F
17	M. Ilham Permana	M
18	Muhamad Ali Taufik	M
19	Muhammad Bahrul Alam	M
20	Muhammad Fajrul Falah	M
21	M. Fajrul Muwafiqillah	M
22	Muhammad Navis	M
23	Muhammad Putra Ardiansyah	M
24	Muhammad Tahlis Abdillah	M
25	Muna Marnaya Zulfa Masudah	F
26	Naila Ulfatusy Syarifah	F

27	Novia Nur Aisya	F
28	Novita Nur Hidayati	F
29	Ova Oviana	F
30	Randi Purwa Satria	M
31	Revi Mariska Febbiyanida	F
32	Rifqa Nur Khakima	F
33	Saidatul Awaliyyah	F
34	Salisa Asfha	F

POST TEST SCORE OF EXPERIMENTAL GROUP

NO	ELEMENTS OF WRITING					SCORE
	CONTENT	ORGANIZATION	VOCAB	GRAMMAR	MECHANIC	
1	21	16	17	18	3	75
2	22	17	17	17	4	77
3	17	13	14	18	3	65
4	20	15	18	17	3	73
5	24	18	19	19	3	83
6	25	19	19	17	3	83
7	22	19	17	16	2	76
8	22	17	17	19	4	79
9	23	17	18	18	3	79
10	21	18	17	16	3	75
11	22	18	17	17	3	77
12	20	14	13	14	3	64
13	25	19	20	18	4	86
14	21	17	17	15	3	73
15	21	17	16	19	2	75
16	23	18	18	16	4	79
17	17	14	13	12	2	58
18	23	17	17	17	3	77
19	23	18	17	19	4	81
20	24	19	18	20	4	85

21	21	17	16	17	3	74
22	21	16	16	15	3	71
23	22	17	18	18	3	78
24	24	19	18	19	3	83
25	22	16	18	16	3	75
26	23	16	17	17	3	76
27	22	17	19	17	3	78
28	24	18	19	19	4	84
29	25	19	18	19	4	85
30	22	16	16	18	4	76
31	23	17	17	18	4	79
32	18	13	14	15	3	63
33	18	14	15	18	3	68
34	22	17	17	16	3	75

POST TEST SCORE OF CONTROL GROUP

NO	ELEMENTS OF WRITING					SCORE
	CONTENT	ORGANIZATION	VOCAB	GRAMMAR	MECHANIC	
1	21	15	14	13	3	66
2	19	13	15	15	3	65
3	20	14	15	14	3	66
4	20	14	15	14	3	66
5	17	13	14	13	3	60
6	17	16	15	16	3	67
7	19	15	14	14	3	65
8	20	15	15	14	3	67
9	16	15	13	13	2	59
10	19	15	15	13	3	65
11	20	15	15	13	3	66
12	–	–	–	–	–	–
13	–	–	–	–	–	–
14	20	15	15	13	2	65
15	19	15	14	14	3	65
16	21	14	16	13	3	67
17	20	15	15	14	3	67
18	–	–	–	–	–	–
19	20	15	16	13	3	67
20	17	13	14	12	3	59
21	20	16	17	14	3	70
22	18	16	15	13	3	65
23	17	15	15	13	3	63
24	20	15	15	14	2	66
25	19	15	13	13	3	63
26	19	15	14	13	2	63

27	19	14	15	13	3	64
28	21	14	15	13	3	66
29	18	14	15	13	3	63
30	–	–	–	–	–	–
31	21	14	14	13	2	64
32	20	17	16	14	3	70
33	14	11	12	11	2	50
34	19	14	15	14	3	65

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 beautiful 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 jumps with two legs

I have a pouch

Who am I?

Answer: Kangaroo

I have a blond hair

I have a brown fur

I am Sundanese

My jargon is “prikitiw

Who am I?

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 divides 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

- Source : Saerozi. 2013. *MODUL Bahasa Inggris*. Semarang: Pustaka Indah.
- Media: Slide, Worksheet, Pictures

I. Assesment

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

Criteria	Score	Level
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing,

Criteria	Score	Level
	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	VERY 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	VERY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles;

Criteria	Score	Level
	21-18	pronouns; prepositions 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
	17-11	FAIR TO POOR: major problem in simple/complex constructions, frequent errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting,

Criteria	Score	Level
	2	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.

Mranggen, 1st September 2015

English Teacher



Nuning Susilaningih

Researcher



Anis Mardhiyah



H. Abdullah Ashif, Lc.

Lesson Plan (Experimental Class)

School	: SMP FUTUHIYYAH
Subject	: English
Class/Semester	: VIII / I
Material	: Descriptive Text
Skill focus	: Writing
Allocated time	: 2x45 minutes (2nd and 3rd 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

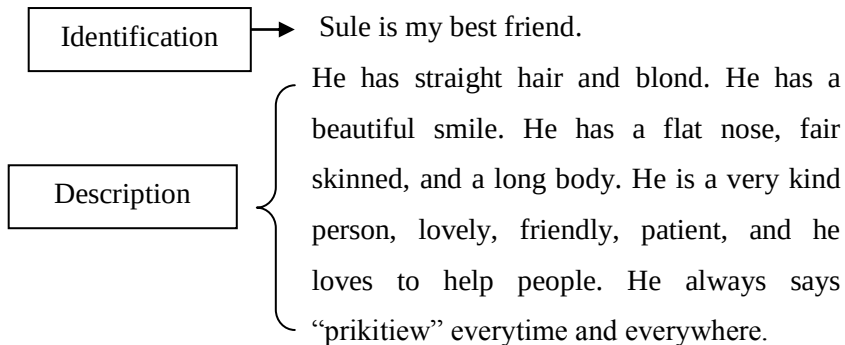
- Identification : Identifies phenomenon to be describe.
- Description : Describe parts, qualities, characteristics, etc.

3. Language Features

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

4. Example

My Best Friend



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. Assesment

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

Criteria	Score	Level
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVARAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVARAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical

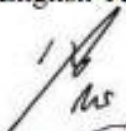
Criteria	Score	Level
	13-10	but incomplete sequencing FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form materi, appropriate register
	17-14	GOOD TO AVARAGE: 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	VERY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate
Language Use	25-22	EXCELLENT TO VERRY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVARAGE: effective but simple constructions, minor problems in complex constructions, several

Criteria	Score	Level
	17-11	errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured 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
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVARAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization;

Criteria	Score	Level
		paragraphing, handwriting illegible or not enough to evaluate.

Mranggen, 5th September 2015

English Teacher



Nuning Susilaningsih

Researcher



Anis Mardhiyah

Headmaster



H. Abdullah Ashif, Lc.

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.

1. Nama: ROUSTAMA ULYA DENI
Kelas: 8B / VIII B

78

Identification: I have a sister. Her name is ^{my sister} Daria.

Description: ^{she} Daria is funny. ^{she} Her is beautiful and tall. ^{she} She like playing doll with me. Her favorite food is meat ball. and her favorite drink is tea. Her ^{dream} dream is ^{to be a} teacher.

Her hoby is reading book and swimming.

Her school is ~~University UGM Jogjakarta City~~
Gajah Mada University Jogjakarta.

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 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.

Name: Tri Widi Ningsih

Class: VIII B

MY CLASSROOM

This is my classroom. It is big and clean.

There is a whiteboard in front of the class

Classroom. There is a picture of President ^{on the} wall.

There is also a clock on the wall.

There are 40 ^{chairs} and 20 desks in my

Classroom. There is one teacher's chair and one ^{table}

For the teacher. my classroom is clean and ^{neatly}

because ^{we} always clean ^{up} every day.

85

C: 25
O: 19
V: 18
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 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.

Name: Jely sulthon A

Kelas : VIIIB

My English teacher

I Have an English Teacher, Her name is Mrs. Ana

86
C: 25
O: 19
V: 15
L: 18
M: 4

She is Very smart teacher, she live in Semarang city now.
She Always wear neat cloth, she Also study in UIN Walisongo Semarang city.

She is Very patient teacher, she Always ~~the~~ teaching with her
feel and Heart.

So. the student.s Like him and Love him
her her

thank you

(Rodd ngapusi sitik)
(katungene)

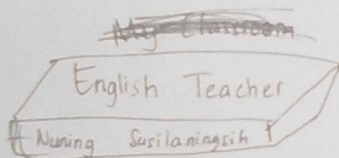
120

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.

1. Nama : Nabila Muftahun Kania F.
Kelas : III B



81

I have a favourite ~~teacher~~ teacher. ~~It's name~~ It is ^{an} English teacher.
^{her} ~~Its~~ name is Nuning Susilaningrih. She is very beautiful and cute. She
also ~~is~~ ^{scout} teacher. ~~She also~~ She lives in Brumbung. ~~She~~ she
always smiling every time. I like ^{her} she very much.
^{smile} ^{everything}

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 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: ALVIN ADITIA ROSIHAN Asyhad

c. classroom

my classroom

(66)

Identification = I, have a classrom, ~~is a~~ Big

Description = ^{It has} ~~have~~ one white board, have twenty tables,
 have four lamps, have pouchy chairs,
 have one clock, have one ~~pan~~, have one door,
 Have three windows, have three boof, ~~ad~~ and
 have one Black Board, and, have one ~~dash~~
 rubbish.

C: 20
 O: 14
 V: 15
 L: 14
 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 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.

Jawab

Jawab

Name
Piqqa Nur Khakima
class. 8C

My young brother.

(70)

I have a young brother ~~name~~, his name is Muhammad aln Shata.
he ~~has~~ he has white skin. he is very handsome. he is very funny.
he is very naughty. he is a student. he is 2nd grade elementary school
in

G: 20
O: 17
V: 16
L: 13
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 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: Julia Cinta Bita
- class (8c) eighth che

A. My mother

65

I have a mother. her
~~she is a mother~~ its name is Siti Nasidah.
She ^{is} ~~beraved~~ Short.
She is beautiful.
She is smart in cooking.

C: 20
O: 15
V: 15
L: 13
M: 2

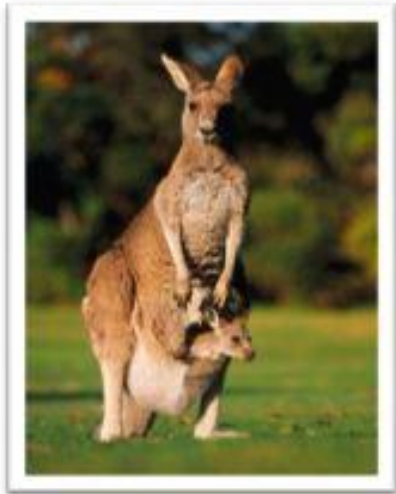
B. English Teacher

I have ~~a~~ ^{an} english teacher.
She ~~has~~ ^{is} very beautiful.
her ~~is~~ name is Mrs. Ning.
She is ~~body~~ big she is teaching
She is ~~craftman of metals~~ in
english language. She is with neck

C. my classroom

it is in third floor.
I have ~~is~~ classroom. my classroom there is
three floor. ~~is inside my classroom~~ ^{there} is one white board
and two black board. ~~in inside~~ ^{there} a clock, ~~in inside~~ ^{on the wall} fan.
on the wall there is and

Media to Experimental Group





DOCUMENTATION

Treatmens in Experimental Group (VIII B)



Teacher was explained the material



Students dicussed with their groups



Teacher checks student's work



Treatment in Experimental group



Students dicussed 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/J4/PP.00.9/6419/2014

Semarang, 28 November 2014

Lamp : -

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth.

1. Nadiyah 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 Nadiyah Makmun, M.Pd dan Ibu Yulia Romadiastri, M.Pd sebagai pembimbing.

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



NIP. 19721108 199903 2 001

Tembusan:

1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAN DAN KEGURUAN**

Il. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Semarang, 27 Agustus 2015

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.

Diberitahukan 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 Tegalarum, Mranggen Demak

judul skripsi : The Effectiveness of Numbered Heads Together Supported by Picture
in Teaching Writing Descriptive Text.

pembimbing : 1. Nadiyah 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,

Rekan Dekan Bidang Akademik



Drs. H. Wahyudi, M. Pd.

NIP. 19680314 199503 1 001

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

Nomor : 078/ SMPF / SK / S.6 / XI/ 2015

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 Mardhiyah
N I M : 113411050
Instansi Pendidikan : UIN(Universitas Islam Negeri) Walisongo Semarang
Program/Semester/Th : S.1/8/2015
Jurusan : Pendidikan Bahasa Inggris
Alamat : Desa Tegalarum 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
Academic Year of 2015/2016) dari tanggal 29 Agustus 2015 s.d.12 Sept 2016

Demikian surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Mranggen, 24 Nopember 2015



H. Abdullah Ashif, Lc



LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601293 Fax. 7615387 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 $\leq$ 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 :

Group Statistics

kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar eksp	34	76.0294	6.55737	1.12458
kontr	30	64.4667	3.74841	.68436

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
									Lower	Upper
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference				
hasil belajar	Equal variances assumed	5.861	.018	8.505	62	.000	11.56275	1.35955	8.84504	14.28045
	Equal variances not assumed			8.783	53.602	.000	11.56275	1.31645	8.92298	14.20251

1. Pada kolom *Levenes 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.
2. Karena tidak identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_{hitung} pada baris pertama (*Equal variances assumed*), yaitu $t_{hitung} = 8,505$.
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.

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Ketua Jurusan Pend. Matematika,



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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:

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Tempat, tanggal lahir	: Demak, 9 September 1992
NIM	: 113411050
Program/Semester/Tahun	: S.1/8/2015
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Desa Tegalarum 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

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1.	Aspek Keagamaan dan Kebangsaan	6	15	18,52%
2.	Aspek Penalaran dan Idealisme	11	22	27,16%
3.	Aspek Kepemimpinan dan Loyalitas	9	20	24,70%
4.	Aspek Pemenuhan Bakat dan Minat Mahasiswa	4	13	16,05%
5.	Aspek Pengabdian Kepada Masyarakat	4	11	13,59%
	Jumlah	34	81	100%

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

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85 (.....4,0 / A.....)



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yang diselenggarakan oleh
IAIN Walisongo Semarang pada tanggal 08 - 12 Agustus 2011 sebagai " PESERTA " dan dinyatakan :

LULUS

Demikian sertifikat ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Semarang, 12 Agustus 2011



An. Rektor
Pembantu Rektor III

Prof. Dr. Ft. Moh. Ertan Soebahar M/A
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Ketua Panitia
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A. Personal Identity

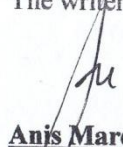
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The writer,


Anis Mardhiyah

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