

**THE EFFECT OF APPLYING NUMBERED HEADS TOGETHER (NHT)
TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN WRITING
NARRATIVE TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Educational Program*

By

INDAH CHAIRUN NISA

NPM. 1302050179



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2017

ABSTRACT

Indah Chairun Nisa. 1302050179. “The Effect of Applying Numbered Heads Together (NHT) Technique on the Students’ achievement in Writing Narrative Text” : Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2017.

This research was intended to investigate The Effect of Applying Numbered Heads Together (NHT) Technique on the Students’ achievement in Writing Narrative Text. The objective of this research was to find out the significant effect of applying NHT technique on the students achievement in writing narative text. This research was conducted at SMK PAB 2 HELVETIA Medan of academic year 2016/2017 Jalan Veteran Pasar IV Helvetia, Medan Kabupaten Deli Serdang, North Sumatera Indonesia. The population of this study was the eleventh grade students, that consisted of eight classes; they were XI AP 1, XI AP 2, XI AP 3, XI AK 1, XI AK 2, XI RPL 1, XI RPL 2, and XI RPL 3. Cluster Random sampling technique was applied in this research, so the sample were XI RPL 1 and XI RPL 2. The sample was divided into two groups : XI RPL 1 as experimental class taught by applying NHT technique and XI RPL 2 as control class taught without applying NHT technique. The study was conducted by using an experimental research design. Each group was given a pre-test, treatment, and post-test. This data were acquired by administrating an written test which was given in pre-test and post-test. After analyzing the data by using t test formula, it was obtained that $t_{observe}$ found that the result of was higher than t_{table} ($7.12 > 2.00$) with $\alpha = 5\%$ and the degree of freedom (df) 58. The finding showed that the students achievement in writing narrative text by applying Numbered Heads Together (NHT) Technique was more significant than those without applying NHT technique. Based on this research, it was revealed that the percentage of the effect of applying Numbered Heads Together (NHT) technique was 64% and 36% was influenced by other factors.

Keyword : Numbered Heads Together (NHT) Technique, Writing, Narrative Text.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most gracious and the most merciful. Firstly, the researcher would like to deliver his thanks to almighty God who has blessed her to write this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the uncivilized era to the fully era as we have today.

This research is entitled: “ *The Effect of Applying Numbered Heads Together (NHT) Technique on the Students’ Achievement in Writing Narrative Text*”. in writing research, there were so many troubles faced by the researcher, and without much help people much help people it was Impossible for her to finish this thesis. Especially his lovely great parents, M.Yusuf and Siti Ramlah Nst, million word never be enough to endless love, care, attention, prayer, encouragement and heart given. Therefore. She would like to thanks to :

1. Dr. Agussani, M.AP, The Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the dean of Faculty of Teacher Training and Education.
3. Dra. Hj. Syamsuyurnita, M. Pd as the vise dean 1 of FKIP UMSU, who has encourage her education in FKIP.

4. Mandra Saragih, S.Pd, M.Hum, and Pirman Ginting, S.Pd., M.Hum as the Head and Secretary of English Education Program of FKIP-UMSU who had help her in the administrative process in finishing the study.
5. Hj. Darmawati, S. Pd, M. Pd, as her supervisor who has given her suggestion, ideas, comments, and guidance in writing this study.
6. Drs. H. Ahmad Nasution, S. Pd. M.Pd, as the headmaster and all of the teacher in SMK PAB 2 Helvetia on their allowance for her to collect the data in school.
7. All Lectures, who had given this valuable in English Teaching during academic year at Muhammadiyah University of North Sumatera.
8. Her beloved brother and sister, M. Rizki Januar S. Kom and dr. Andelia Septi Fani and my brother in law Ahmad Gani Silalahi ANT-III who always given supports, motivation and spirit in finishing her study at FKIP UMSU.
9. A lot of love to her boyfriend Yan Abdur Razak S.T, who have given much help and support in her study.
10. Her best friends Kiki Franselaa, Putri Ramadani Lumban tobing, Mahfuza Azmi, Fadillah Effendi.
11. All of her friend in VIII D Morning.

Finally, the researcher hopes that this study will be useful for the readers, especially the student of English Department who want to do similar research and also for researcher herself. May Allah bless all of us.

Medan, April 2017
The Researcher,

Indah Chairun Nisa

1302050179

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	iii
LIST OF THE TABLES	iii
LIST OF APPENDICES.....	iv
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of Problem	3
C. The Scope and Limitation	3
D. The Formulation of Problem.....	3
E. The Objectives of the Study	4
F. The Significant of the Study	4
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical Framework	5
1. The Description of Writing.....	5
1.1 The Process of Writing.....	6
1.2 The Types of Writing	7
2. The Description of Narrative Text	8
2.1 Characteristic of Narrative Text	9
3. Types of Narrative	10
3.1 The Example of Narrative Text.....	10

4. The Description of Numbered Heads Together Technique	11
4.1 The Advantages of Numbered Heads Together Technique	11
B. Previously Relevant Study	12
C. Conceptual Framework	13
D. Hypothesis	14
CHAPTER III METHOD OF RESEARCH.....	15
A. Location and Time	15
B. Population and Sample	16
C. Research Design	16
D. Instrument of the Research	18
E. The Technique of Collecting Data	20
F. Technique for Analyzing Data	22
CHAPTER IV DATA AND DATA ANALYSIS	24
A. Data Collection.....	24
B. Data Analysis	25
C. Testing hypothesis.....	26
D. Finding	27
CHAPTER V CONCLUSION AND SUGGESTION	28
A. Conclusion	28
B. Suggestion	28
REFERENCES	

LIST OF TABLES

Table 3.1 Population and Sample of the Research.....	16
Table 3.2 Research Design.....	17
Table 4.1 The Score of Pre-test and Post-test in Experimental Group and Control Group	24
Table 4.2 The Students' Achievement Score in Pre-test and Post-test in Experimental Group	25
Table 4.3 The Students' Achievement Score in Pre-test and Post-test in Control Group	25
Table 4.4 Providing the Hypothesis	26

LIST OF APPENDICES

- APPENDIX 1** The Formulas Used in Analyzing Data
- APPENDIX 2** The Score of Pre-Test an Post-Test in Experimental Group
- APPENDIX 3** The Score of Pre-Test an Post-Test in Control Group
- APPENDIX 4** The Differences Score Between Pre-Test an Post-Test of the Experimental Group and Control Group
- APPENDIX 5** Standard Deviation of Experimental Group and Control Group
- APPENDIX 6** Lesson Plan Experimental Group
- APPENDIX 7** Lesson Plan Control Group
- APPENDIX 8** Instrument of Research
- APPENDIX 9** Students Answer Sheet
- APPENDIX 10** The Attendance List of Experimental Group
- APPENDIX 11** The Attendance List of Control Group
- APPENDIX 12** Documentation of Research (Photos)
- APPENDIX 13** Form K-1
- APPENDIX 14** Form K-2
- APPENDIX 15** Form K-3
- APPENDIX 16** Surat PernyataanPlagiat
- APPENDIX 17** LembarPengesahan Proposal
- APPENDIX 18** LembarPengesahanSkripsi
- APPENDIX 19** Surat KeteranganHasil Seminar
- APPENDIX 20** Surat KeteranganIzinRiset
- APPENDIX 21** Surat KeteranganSelesaiRiset

- APPENDIX 22** Berita Acara Bimbingan Proposal
- APPENDIX 23** Berita Acara Bimbingan Skripsi
- APPENDIX 24** Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing was very important in language learning, because it is a kind of indirect communication that can be put in books, magazines, newspaper, or journals and so on. In modern time, writing plays an important role in life. There are several products of writing that human being as social creature need as media to share idea. According to Sharples (1999:8) states that actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Writing cannot be mastered easily by students because it is a complex subject than involves generating and organizing ideas. Writing is one of the basic language skills that should be mastered by students besides listening, speaking, and reading. For senior high school students, they were expected to be able to write recount, narration, procedure, description, and report.

Based on the researcher teaching experience when Teaching Practice Programme (PPL) on the tenth grade students' academic year 2016/2017 at SMK PAB 2 HELVETIA. The researcher found the problem in writing. Firstly, the reason of researcher write this study because some of students could not writing their narrative text. Many students still got confused about how to develop the words into a sentence that will eventually became a text. So, they didn't have any ideas what they would write about it. They needed a clue about how to make a good writing of the text. By having the clue, they would be able to write a story in detail.

Secondly, most of the students lack vocabulary about the topic. Students did not have the variation on vocabulary, they tended to choose the wrong word for their paragraph. As we known that, in English vocabulary was very important for the students. By having many vocabularies the students would be easier to build a text. So, in order to created a good text, they needed to increase their vocabulary about the topic. The last reason, the students could not to find main idea in narrative text. So, the teacher needed to apply suitable technique or strategy to attract the students attention. In this case, the teacher should be able to apply a suitable technique that can easily be understood by the students so that they can learning in writing narrative text much better.

To know to get good students' writing competence in narrative text, the researcher tries to use a new technique in teaching that paragraph, and that is using NHT technique. A technique in which each of its has own meaning "Numbered Heads Together". NHT technique is cooperative learning which is focusing on the students' in a group to reach the learning objectives. Each students divide into small group and they should learn about the material that has been decided. The purpose of making a group is to give the opportunity to the students so that they involve actively in teaching and learning process. NHT easy to understand, so the students can follow the lesson logically. By applying NHT technique especially in writing narrative text, the researcher hopes the students' motivation in writing increase so that the students will not have difficulties in writing anymore. So, the researcher was interested in conducting a research about: "The Effect of Applying Numbered Heads Together (NHT) Technique on the Students' Achievement in Writing Narrative Text".

B. The Identification of the Problem

The problems of this study would identified as follows:

1. The students do not have the ideas in writing narrative text.
2. The students lack vocabulary in writing narrative text
3. The students can not find main idea in narrative text.

C. The Scope and Limitation

The scope of this research was focused in Numbered Heads Together (NHT) technique in writing. And the limitation of this research is narrative text on the tenth grade students' academic year 2016/2017 at SMK PAB 2 HELVETIA.

D. The Formulation of the Problem

The problems of this study would formulated as follows: "Is there any significant effect of applying NHT technique on the students' achievement in writing narrative text?"

E. The Objectives of the Study

The objectives of the study would be expected as the following: “To find out the significant effect of applying NHT technique on the students’ achievement in writing narrative text.

F. The Significance of the Study

Hopefully the result of this study to be useful for:

Theoretically :

Numbered heads together (NHT) is a simple technique but gives many advantages to write narrative text. The researcher hopes it will help the students to pour their ideas easily and can solve their problem in writing narrative text by applying NHT technique. And it will give the contribution for the people who want to find the effective technique in learning narrative text.

Practically :

1. Teachers, to help the teacher to do some evaluation and revision in their teaching learning activity and to enrich their knowledge about applying NHT technique in teaching narrative text.
2. Students, to increase the motivation in learning writing and the students will find the way in writing narrative text so they enjoy and easily follow the lesson by applying NHT technique.
3. The other researcher, to provide preliminary information for those who are interested in the same study.

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some term applied in the research concerned. The theoretical framework is aimed at giving clear concept of the application of this study.

1. The Description of Writing

Writing is a written form in expressing ideas, feelings, and opinions. Writing is not as simple as imagined, because we are more able to speak than to write. According to Reinking, Hard and Osten (1993:188) state that writing is a way of communication and of course communicates all the time. Writing is basically a process of communicating something on papers to an audience.

Writing also as a process of putting through ideas. Then, we can combine our ideas into sentences in a form of paragraph, and the paragraph has meaning, so the reader can understand the meaning of the content. Good writing is discovered his subject with a pattern both fresh and origin. In writing, effective text is text that is not only grammatically correct in writing the information or message in the sentence, but also the totality of packaging in the whole text, (Pardiyono, 2007:4).

Writing is a skills which must be taught and practiced because it is a kind of linguistic behavior, it presents the sounds of language because it provides a very good means of fixing the vocabulary, spelling and sentence pattern. Based on the explanation above, it can be concluded that writing is one of the complex activity. It means that through writing, we express our feelings, ideas, hopes, dreams, as well as our anger, fears, and frustration. Writing is an activity that needs a thought in order to expand the topic into a text. So for students, writing is one of the skills that need understanding and knowledge how the students interpret of concepts and theories they have studied.

1.1 The Process of Writing

The process of writing occurs in several stages:

1. Prewriting includes exploring topics, choosing a topic, and beginning together and organize details before you write.

2. Drafting involves getting your ideas down on paper in roughly the format you intend for the finished work.
3. Revising is the stage in which you rework your first draft to improve its content and structure.
4. Editing and proofreading involve correcting errors in grammar, spelling and mechanics.
5. Publishing and Presenting are the sharing of your work with others.

1.2 The Types of Writing

There are many types of writing:

- a. Recount

Recount text is text that retell about a story, experience and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text retell about past event. Recount text use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other. It's very easy to different recount text from another text. You can make recount text from your story. In the recount text we will not get "is" or "are" in the phrase but it will change to "was" or "were". Usually in recount text, the subject is I, or the name of human.

- b. Description

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

- c. Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

- d. Narration

The narrative text is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be

written from the perspective of a character in the next. Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.

2. The Description of Narrative Text

Narrative is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways (Pardiyono, 2007). Narrative is structured round the chronological development of events and is centered on a person or hero. Consequently, a narrative is usually personalized or individualized tells about the events related to the person or persons involved. Mark and Kathy (1997:2) state that narratives are usually told by a story teller. A good story must have interesting content. It should tell the event or the audience would find engaging. As like a movie, narrative in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear with even in arranged in the order in some other effective ways. From the definition above, it can be concluded that narrative is one of type texts assume and entertain the readers or the viewers by telling interesting stories that must have engaging detailed in their arrangement.

2.1 Characteristic of Narrative Text

1. Social Function

According to Feez (1998:35) the social function of narrative text is to entertain and amuse the readers or the viewer with the fictive or non-fictive experience. Beside of the purpose, it is also used problematic or unusual events.

2. Generic Structure

Generic structure is a system of arranging a written text. Generic structures of narrative text, as follows:

- a. Orientation deals with the purpose of which is to set the scene, introduce the characters, and say when and where the narrative text is set.
- b. Complication means a crisis or problem arises. The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would be no interesting if something unexpected did not happen. This complication will involve the

main character and often serves to (temporally) toward them from reaching the goal. Narrative usually has more than one complication.

- c. Resolution means the complication may be resolved for better or worse, but it rarely left completely unresolved, (although this is of course possible in certain type of narrative which leaves us wondering how did it end.)
- d. Re-orientation is optional closure of events, sometimes narrative do not have re-orientation.

3. Types of Narrative

A class list of narrative that was cited thesis might include the follows:

- a. Adventure: a story that includes exciting and dangerous events that characters have to solve; e.g. junior detective stories.
- b. Horror story: a story which attempts to scare the reader or listener with frightening events but which ends happily; e.g. the conjuring.
- c. Romance: a story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end; e.g. beauty and the beast.
- d. Fairy tale: a well known story from folklore for children which often involves fairies or other magical characters; e.g. tinkerbell.
- e. Epic: a story which deals with big themes and heroic achievements and events that are ‘larger than real life’; e.g. Illiad, Beowulf.
- f. Moral tale: the stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.

- g. Myth or legend: stories which belong to a particular ethnic group and which attempt to explain the way of nature and the universe; e.g. aboriginal legends.

3.1 The Example of Narrative Text

The Ant and The Grasshopper

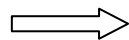
In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

Orientation

"Why not come and chat with me," said the grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the ant, "and recommend you to do the same". "Why bother about winter? We have got plenty of food at present." said the grasshopper. The ant went on its way and continued its toil.

Complication

When the winter came the grasshopper found itself dying of hunger while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.



Resolution

4. The Description of Numbered Heads Together Technique

According to Kagan (2009:12.14) in Numbered heads together (NHT), the students have the support of their teammates (heads together) prior to being required to perform in front of the class. This technique is a cooperative learning strategy that holds each student in a group accountable for learning the materials. In this technique, the students have to work in-group and think together to solve the problem with all the member of the group. The entire member has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer.

Numbered heads together to involve more student in learning material which consist in a lesson and to know their knowledge about the material given. Students are placed in a groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokes person to the group. By having students work together in a group, this strategy ensures that each member knows the answer to

problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

4.1 The Advantages of Numbered Heads Together Technique

The advantages of Numbered Heads Together (NHT) are:

1. Positive interdependence, the students are able to learn each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.
2. Individual accountability, students are accountable to each other for sharing ideas. The student may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question.
3. Equal participation, each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.
4. Simultaneous interaction, high degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening.
5. Multilevel, this kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given.

B. Previously Relevant Study

Previous study is the result of research from the researcher before. This study covers about applying strategy in writing can help the reader in understanding to write the text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with applying strategy in writing.

The first is "Using Number Head Together (NHT) Strategy to Improve the Ability of the Second Year Students of MTs Ann NajahPekanbaru in Writing

Recount Text” by RidhotullahHarianda and Dr. FakhriRas, M.Ed, this paper aimed to what describe and investigate whether using Number Head Together strategy can increase the ability. The second is “ The Effectiveness of Number Head Together (NHT) Technique on Students’ Reading Ability of Narrative Text” by Fithiawati the objective of this study was to know the effectiveness of Number Head Together (NHT) technique on students’ reading ability of narrative text at the second grade students of MTs . NurAsy-Syafi’iyahRempoa, South Tangerang.

C. Conceptual Framework

Writing is a description of language into written form, which conducted by relating one sentence to another sentence, that is still forming one main idea. It was used to share the thoughts and ideas with others and even to communicate itself. The students can be said succesfull whenever they able to make an effective text where their writing is in good arrangement of sentences and logically in meaning. Narrative text is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways.

The teacher using Numbered Heads Together (NHT) technique as the effective technique that can be used in teaching learning process in order to increase the students’ achievement in writing narrative text. Numbered heads together (NHT) technique is a cooperative learning strategy that holds each student in a group accountable for learning the materials. In this technique, the students have to work in-group and think together to solve the problem with all the member of the group. The entire member has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer.

D. Hyphotesis

This research is to answer the question about whether yes or no the effect of using numbered heads together technique on the students’ achievement in writing narrative text. To get the answer of question, the researcher purpose alternative hypothesis (Ha) and null hypothesis (Ho) as bellow:

1. Ha : Alternative hypothesis is receivable, so there is an effect of applying

Numbered Heads Together (NHT) Technique on the students’ achievement in writing narrative text.

2. Ho : Null hypothesis is rejective, so there is no effect of applying Numbered Heads Together (NHT) Technique on the students' achievement in writing narrative text.

CHAPTER III METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMK PAB 2 HELVETIA, which located on Jalan Veteran Pasar IV Helvetia Medan. It was conducted during 3 months (February-March 2017) of first academic year 2016/2017. The reason for choosing this school because the researcher found that the students had some problems in reading comprehension and the student's ability of reading in that school was still low and poor.

B. Population and Sample

The population of this research were eleventh grade students of SMK PAB 2 HELVETIA in academic year 2016/2017, those were XI AP-1 are 39 students, XI AP-2 were 40 students, XI AP-3 were 32 students, XI AK-1 were 32 students, XI AK-2 were 25 students, XI RPL-1 were 36 students, XI RPL-2 were 36 students, XI RPL-3 were 36 students. So, the total population were 279 students.

The sample of this research were class XI RPL-1 that amounted 36 students and XI RPL-2 were 36 students which were taken by using Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards were taken randomly as the sample of research. The first chosen was XI RPL-1 as Experimental Group while the second was is XI RPL-2 as Control Group. Continuously, the population and sample of the research were listed in the table below.

**Table 3.1
Population and Sample of Research**

No	Classes	Population	Sample
1	XI RPL-1	36	36
2	XI RPL-2	36	36
3	XI RPL-3	36	-
4	XI AK-1	32	-
5	XI AK-2	25	-
6	XI AP-1	39	-
7	XI AP-2	40	-
8	XI AP-3	32	-
Total		279	72

Note :

RPL = RancanganPerangkatLunak

AK = AdministrasiAkuntansi

AP = AdministrasiPerkantoran

C. Research Design

The research design was applied by using experimental quantitative design to investigate the effect of applying Numbered Heads Together Technique on the students achievement in writing narrative text. There were two groups of students namely the control group and experimental group. The control group was taught by using traditional method and the experimental group was taught by using Numbered Heads Together Technique. The design of this research was displayed as follows:

Table 3.2
Research Design

Group	Pre Test	Treatment	Post Test
Experimental	√	Using Numbered Heads Together Technique	√
Control	√	Traditional Method	√

In this research, there were three procedures done to collect the data. They were sequenced as follows:

1. Pre-Test

A pre-test was conducted to find out the students' ability in writing narrative text before having the treatment. The pre-test was given to the experimental group and control group and their works were scored. The result of the pre-test was considered as the preliminary data.

2. Treatment

The treatment was given to the experimental group taught by using Numbered Heads Together Technique, while the control group was taught by using traditional method.

1. Post-test

After conducting the treatment, a post-test was given to the students. The post-test functioned to know whether the treatment give the effect or not on the students' achievement in writing narrative text. It was administrated to experimental group and control group. The administrating of the post-test meant to find the differences scores of both experimental and control groups.

D. The Instrument of the Research

This research will be used written test as the instrument to collect the data. The students asked to write a narrative text based on the cards that given by teacher.

1. Scoring Component Scale of Writing Text

Scoring the right answer arranged based on the indicator of writing. Brown (2007), the specific criteria are describe in detail in the following stages:

a. Content

Thesis statement, ideas related to, the development of ideas through experience, illustrations, facts, opinions; use description, cause and effect, comparison and consistency of focus.

Scoring Scale	Alternative Competence of Paragraph Content
23-25	Excellent to very good: knowledge, substantive, development of thesis, relevant to assigned topic
16-19	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
15-13	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
12-10	Very poor: does not communicate, no organization or not enough to evaluate.

b. Organization

It refers to students' ability to write goal or purpose and information in a good logical order the topic and the supporting sentence are clearly stated. The effectiveness of the introduction, the logical sequence of ideas and chronological, suitability and conclusion. The scoring scale to be considered evaluating the organization of paragraph can be seen on the following table.

Scoring Scale	Alternative Competence of Paragraph Content
18-22	Excellent to very good: fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive.
15-17	Good to average: somewhat choopy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing.
10-14	Fair to poor: non- fluent,an ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor: doesn't communicate, no organization or not enough to evaluate.

c. Vocabulary

Vocabulary refers to the students' ability to selection of the right words to develop and demonstrate the idea. It also refers to use synonyms, antonyms, prefixes, and affixes correctly. The scoring scales to be considered evaluating the vocabulary of a paragraph can be seen on the following table.

Scoring Scale	Alternative Competence of Paragraph Vocabulary
18-22	Excellent: sophisticated, effective word choice and uasge, word form mastery, appropriate register.
15-17	Good to average: adequate range, occasional error of

	words/idiom choice, usage, but meaning not obscured.
10-14	Fair to good: limited range, frequent errors of words/ idioms form, choice, usage, meaning not obscured.
7-9	Very poor: essential translation, little knowledge of English, vocabulary, idioms, word form, or not enough to evaluate.

d. Language Use

Language use refers to the students' ability in writing a narrative text, topics, topic sentences, paragraph unity, signal transition discourse markers, cohesion, coherence, rhetorical conventions, referral, smoothness economical, and variations. It also refers to the ability to use agreement in the sentence, how words are arranged into sentences and some other words such as nouns, adjectives, verbs, and time signal. The scoring scales to be considered evaluating the language use of a paragraph can be seen on the following table.

Scoring Scale	Alternative Competence of Paragraph Content
22-25	Excellent to very good: effective complex construction, little mistake in appropriate word function word, article pronoun, preposition.
18-21	Good to average: affective but simple construction, a little mistake in appropriate word. Faction word. Faction word, article preposition, the idea, or message not obscured.
11-17	Fair to poor: major problem in simple/complex constructions, a little mistake in appropriate word, article, and preposition confused.

5-10	Very poor: Usually no mastery of sentence construction rules, so many mistakes in sentence that is not communicatively, not enough to evaluate.
------	---

e. Mechanics

Mechanics refers to the students' ability in using words appropriately: spelling, punctuation, if any reference citations, neatness and typographical arrangement or appearance, and using functions correctly. Paragraph and text can be read correctly. The scoring scales to be considered evaluating the mechanics of a paragraph are can be seen on the following.

Scoring Scale	Alternative Competence of Paragraph Mechanics
5	Excellent to good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization
4	Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured.
2	Fair to poor: frequent errors of spelling, punctuation, capitalization and meaning not obscured.
1	Very poor: no mastery of conversation, dominated by errors of punctuation, capitalization, paragraphing, and writing not enough to evaluate.

. So, the total score was calculated by using formula:

$$S = \frac{R}{N} \times 100$$

S = Scoring of the test

R = Number of correct answer

N = Number of item

E. The Techniques of Analyzing Data

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer for correct and wrong answers
4. Listing the score into two tables; first was for the experimental group scores and second was for the control group scores.
5. Calculating the total score of post-test in experimental group and control group
6. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2009)
7. Finding the standard of deviation (Sudijono, 2009)
8. Testing hypothesis by applying T-test (Sudijono, 2009)

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data that had been collected based on the score of pre-test and post-test were presented in Table 4.1.

Table 4.1
The Score of Pre-Test and Post-Test in Experimental Group and Control Group

Score	Experimental Group		Score	Control Group	
	Pre-Test	Post-Test		Pre-Test	Post-Test
25	-	-	25	5	-
30	-	-	30	5	-
35	4	-	35	2	-
40	10	-	40	14	-
45	9	-	45	1	2
50	4	-	50	2	6
55	3	3	55	4	7
60	4	5	60	1	9
65	2	2	65	2	5
70	-	13	70	-	7
75	-	6	75	-	-
80	-	3	80	-	-
85	-	3	85	-	-
90	-	1	90	-	-
95	-	-	95	-	-
100	-	-	100	-	-
Total	36	36	Total	36	36

Completing test was given to the students to obtain data. The data was collected by giving the students multiple choice. The data showed that in experimental group , the total score of pre-test was 1735 and post-test was 2540. Meanwhile, in control group, the total score of pre-test was 1520 and post-test

was 2230. In the experimental group, the result of the pre-test showed that the lowest score was 35 and the highest score was 6, in post-test the lowest score was 55 and the highest score was 90. Meanwhile in control group the result of the pre-test showed that the lowest score was 25 and the highest score was 65, in post-test showed that the lowest score was 45 and the highest score was 70 (for detail, saw Appendix 2 and 3). based on the data above, it proved that there were different score between pre-test and post-test.

Table 4.2
The Students' Achievement Score in Pre-Test and Post-Test in Experimental Group

Statistical Calculation	Pre-Test	Post-Test
Highest	65	90
Lowest	35	55
Sum	1735	2540
N	36	36

Table 4.3
The Students' Achievement Score in Pre-Test and Post-Test in Control Group

Statistical Calculation	Pre-Test	Post-Test
Highest	65	70
Lowest	25	45
Sum	1520	2230
N	36	36

B. Data Analysis

Based on the data from the test, the score were analyzed in order to calculated differences of pre-test and post-test of the experimental group and control group.

Table 4.4
Providing the Hypothesis

Standard Deviation	Test Hypothesis	Degree of Freedom
$SD_x = 9.38$ $SD_y = 7.76$ $SE M_1 = 1.58$ $SE M_2 = 1.31$ $SE M_1 - M_2 = 2.04$	$t_o = 3.67$ $t_t = 2.04$	$df = 70$ $\alpha = 0.05$

After calculating the correlation of standard deviation showed that $SD_x = 9.38$ $SD_y = 7.76$ $SE M_1 = 1.58$ $SE M_2 = 1.31$ $SE M_1 - M_2 = 2.04$ (see appendix V for more detailed). Based on the calculating first the calculation of df (degree of freedom) which we could obtain as follows:

$$Df = (N_1 + N_2 - 2) = 36 + (36 - 2) = 36 + 34 = 70$$

After measuring the data t-test formula, it showed that t observe value was 3.67 and t table was 2.04 or ($3.67 > 2.04$), it means that t observe higher than t table.

C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found the result that t observe was 3.67 and t table was 2.04. Then after seeking the table of distribution of t-observed as the basic of counting critical in certain of degree of freedom (df), the calculation showed that df were 70 ($N_1 + N_2 - 2$) or ($36 + (36 - 2) = 78$), with the significant rate $\alpha = 0.05$. it was taken from the table of distribution was gotten pride t-table, for 0.05. the fact showed that the t-observe $>$ t-table, $3.67 > 2.04$. it showed that hypothesis was accepted.

D. Research Finding

It was found that the using Numbered Heads Together Technique on the students' achievement in reading narrative text gave the significant effect. The students' were taught by using Numbered Heads Together Technique to got the higher score than those taught by using traditional method. The result of the test showed that the t_{observe} was higher than t_{table} ($3.67 > 2.04$). It means that the Numbered Heads Together Technique gave the significant effect on the students' achievement in writing narrative text.

So, the researcher concluded the alternative hypothesis was accepted that “there was a significant effect of using Numbered Heads Together Technique on the students' achievement in writing narrative text”.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was the significance effect of using Numbered Heads Together Technique on the students' achievement in writing narrative text, which was proved from the total scores of pre-test before giving treatment, 1735 and 2540 respectively. It was found t_{observe} higher than t_{table} or $3.67 > 2.04$ with $df = 70, \alpha = 0,05$.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use Numbered Heads Together Technique in teaching writing. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in writing narrative text. Besides it can be contribution for English teacher to improve their teaching strategies.
2. The students are suggested to do a lot of practice to master of writing and easy to write the text by Numbered Heads Together Technique is excellent strategy, because the students enjoy in learning process and easy to write the text and answer the questions. Students could compare about Numbered Heads Together

Technique and using traditional method to take the best technique in writing especially in narrative text.

3. The readers, especially at UMSU library are encourages to have a lot of information about teaching learning experiences for them.

REFERENCES

- Buehl, D.2002. *Classroom Strategies for Interactive Learning*. Wisconsin. State Writing Association.
- Fezz, S. 1998. *Text-Based Syllabus Design*. Sydney: Macquarie University.
- Kagan, S.2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.
- Mark, A and Ketty, A 1997. *Text Types in English*. New York: Macmilan
- Pardiyono, 2007. *Pasti Bisa! Teaching Genre- Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif*. Yogyakarta : Andi
- Reinking, Hard A., & Osten, R. 1993. *Strategies for Successful Writing; rhetoric, Reader and Handbook*. New Jersey: Prentice Hall.
- Sharples, M. 1999. *How We Write; Writing as Creative Design*. London: Routledge.
- Sudijono, Anas. 2009. *Pengantar Statistik Pendidikan*. PT. Raja Gravindo Persada
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- <http://modelpembelajarankooperatif.blogspot.co.id/2012/08/numbered-head-together-nht.html?m=1>

APPENDIX 1

The Formulas Used in Analyzing Data

1. Formula to find the mean score of pre-test and post-test in experimental group and control group:

- a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2009})$$

- b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N} \quad (\text{Sudijono, 2009})$$

2. Formula to find the standard of deviation by using formula:

- a. Standard Deviation (SD) for variable X (variable 1)

$$SD_X = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

- b. Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

- c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1-1}} \quad (\text{Sudijono, 2009})$$

- d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}}$$

- e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudijono, 2009})$$

3. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$

Notes :

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

SD_x = standard deviation for variable x

SD_y = standard deviation for variable y

$\sum X^2$ = the square of total students' score

$\sum Y^2$ = the square of total students' score

$SE M_1 - M_2$ = standard error between M_1 and M_2

t_o = t observed

APPENDIX 2

The Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AA	45	70
2	AL	55	80
3	AW	45	60
4	AN	40	70
5	AL	40	70
6	DY	40	55
7	DN	45	75
8	DP	45	70
9	DAL	40	75
10	HM	35	60
11	IP	55	85
12	IC	65	70
13	IRA	50	70
14	MSR	40	55
15	MS	60	70
16	NSAN	45	80
17	NAH	40	70
18	NAL	35	65
19	N	45	75
20	NA	50	85
21	PR	35	70
22	RA	60	90
23	RA	40	75
24	RDR	45	55
25	RA	60	75
26	RAR	40	60
27	RS	35	60
28	SS	45	70
29	SA	40	70
30	SA	55	65
31	SNS	45	80
32	S	50	60
33	VH	65	70
34	WLD	40	70
35	WO	50	85
36	W	60	75
Total		1735	2540

Based on the Table 4.1 above, it showed that the total score of pre-test was 1735 with the lowest score was 35 and the highest score was 65. Meanwhile the total score of post-test was 2540 with the lowest score was 55 and the highest score of post-test was 90.

APPENDIX 3

The Score of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	ATW	40	55
2	AJ	40	60
3	AU	40	60
4	A	25	50
5	AK	50	65
6	B	55	70
7	DM	30	50
8	DR	35	45
9	ES	40	55
10	FS	40	50
11	H	40	60
12	IAH	30	55
13	L	25	45
14	LA	55	70
15	MA	30	55
16	MPL	45	60
17	MSR	40	60
18	MK	55	65
19	NS	40	70
20	NA	40	60
21	NA	25	55
22	NNS	50	70
23	RD	40	65
24	RRAN	65	70
25	SA	25	50
26	SN	30	50
27	SS	25	55
28	SM	40	60
29	SN	30	60
30	SM	40	65
31	SR	35	50
32	S	60	65
33	WA	40	55
34	YN	65	70
35	YH	40	70
36	FDL	55	60
Total		1520	2230

Based on the Table 4.2 above, it showed that the total score of pre-test was 1520 with the lowest score was 25 and the highest score was 65. Meanwhile, the total score of post-test was 2230 with the lowest score of post-test was 45 and the highest score was 70. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in writing narrative text after receiving the treatment.

APPENDIX 4

The Differences Score Between Pre-Test and Post-Test of the Experimental Group

No	Students' Initial	Score		
		Pre-Test (X_1)	Post-Test (X_2)	$X(x_2-x_1)$
1	AA	45	70	25
2	ABP	55	80	25
3	AW	45	60	15
4	AN	40	70	30
5	AL	40	70	30
6	DY	40	55	15
7	DN	45	75	30
8	DP	45	70	30
9	DAL	40	75	20
10	HM	35	60	25
11	IP	55	85	30
12	IC	65	70	5
13	IRA	50	70	20
14	MSR	40	55	15
15	MS	60	70	10
16	NSAN	45	80	35
17	NAH	40	70	30
18	NAL	35	65	35
19	N	45	75	30
20	NA	50	85	35
21	PR	35	70	35
22	RA	60	90	30
23	RA	40	75	35
24	RDR	45	55	10
25	RA	60	75	15
26	RAR	40	60	20
27	RS	35	60	25
28	SS	45	70	25
29	SA	40	70	30
30	SA	55	65	10
31	SNS	45	80	35
32	S	50	60	10
33	VH	65	70	5
34	WLD	40	70	30
35	WO	50	85	35

36	W	60	75	15
Total		1735	2540	855

Referring to the Table 4.3 above, the mean score of experimental group were calculated as the follows :

$$M_x = \frac{\sum X}{N} = \frac{855}{36} = 23.75$$

Which :

M_x = The mean score of experimental group

$\sum X$ = The score of x_2-x_1

N = The sample of experimental group

The Differences Score Between Pre-Test and Post-Test of the Control Group

No	Students' Initial	Score		
		Pre-Test (Y ₁)	Post-Test (Y ₂)	Y(y ₂ -y ₁)
1	ATW	40	55	15
2	AJ	40	60	20
3	AL	50	60	10
4	AM	25	50	25
5	AK	50	60	10
6	B	55	65	10
7	BS	30	50	20
8	DR	35	45	10
9	ES	40	55	15
10	FE	40	50	10
11	H	40	60	20
12	IAH	35	45	10
13	RD	25	45	20
14	LA	55	70	15
15	MA	30	55	25
16	MPL	45	55	10
17	MSR	40	60	20
18	MK	55	65	10
19	NS	40	70	30
20	NA	40	60	20

21	NA	25	55	30
22	NNS	50	70	20
23	RH	50	60	10
24	RRAN	65	70	5
25	SA	25	50	25
26	SN	30	50	20
27	SS	25	55	30
28	SN	40	60	20
29	SNS	35	45	10
30	SM	40	65	25
31	SR	35	45	10
32	S	60	65	5
33	WA	35	45	10
34	YN	65	70	5
35	YH	40	70	30
36	FDL	55	60	5
Total		1520	2120	585

As shown in the Table 4.4 above, mean score of control group was calculated as the follows:

$$My = \frac{\sum Y}{N} = \frac{585}{36} = 16.25$$

Which:

My : The mean score of control group

$\sum Y$: The score of $y_2 - y_1$

N : The sample of control group

APPENDIX 5

Standard Deviation of Experimental Group

The Calculation of Mean and Standard Deviation Score of Experimental Group

No	Students' Initial	X (x ₂ -x ₁)	X = X-Mx	(X-Mx) ²
1	AA	25	1.25	1.56
2	ABR	25	1.25	1.56
3	AW	15	-8.75	76.56
4	AN	30	6.25	39.06
5	AL	30	6.25	39.06
6	DY	15	-8.75	76.56
7	DN	30	6.25	39.06
8	DP	30	6.25	39.06
9	DAL	20	-3.75	14.06
10	HM	25	1.25	1.56
11	IP	30	6.25	39.06
12	IC	5	-18.75	351.06
13	IRA	20	-3.75	14.06
14	MSR	15	-8.75	76.56
15	MS	10	-13.75	189.06
16	NSAN	35	11.25	126.56
17	NAH	30	6.25	39.06
18	NAL	35	11.25	126.56
19	N	30	6.25	39.06
20	NA	35	11.25	126.56
21	PR	35	11.25	126.56
22	RA	30	6.25	39.06
23	RA	35	11.25	126.56
24	RDR	10	-13.75	189.06
25	RA	15	-8.75	76.56
26	RAR	20	-3.75	14.06
27	RS	25	1.25	1.56
28	SS	25	1.25	1.56
29	SA	30	6.25	39.06
30	SA	10	-13.75	189.06
31	SNS	35	11.25	126.56
32	S	10	-13.75	189.06
33	VH	5	-18.75	351.56

34	WLD	30	6.25	39.06
35	WO	35	11.25	126.56
36	W	15	-8.75	76.56
Total				3168.66

In line with the Table 4.5 above, the standard deviation of experimental group was calculated as the follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3168.66}{36}} = \sqrt{88.01} = 9.38$$

Standard Deviation of Control Group

The Calculation of Mean and Standard Deviation Score of Control Group

No	Students' Initial	Y (y ₂ -y ₁)	Y = Y-My	(Y-My) ²
1	ATW	15	-1.25	1.56
2	AJ	20	3.75	14.06
3	AL	10	-6.25	39.06
4	AM	25	8.75	76.56
5	AK	10	-6.25	39.06
6	B	10	-6.25	39.06
7	BS	20	3.75	14.06
8	DR	10	-6.25	39.06
9	ES	15	-1.25	1.56
10	FE	10	-6.25	39.06
11	H	20	3.75	14.06
12	IAH	10	-6.25	39.06
13	RD	20	3.75	14.06
14	LA	15	-1.25	1.56
15	MA	25	8.75	76.56
16	MPL	10	-6.25	39.06
17	MSR	20	3.75	14.06
18	MK	10	-6.25	39.06
19	NS	30	13.75	189.06
20	NA	20	3.75	14.06
21	NA	30	13.75	189.06
22	NNS	20	3.75	14.06
23	RH	10	-6.25	39.06
24	RRAN	5	-11.25	126.56

25	SA	25	8.75	76.56
26	SN	20	3.75	14.06
27	SS	30	13.75	189.06
28	SN	20	3.75	14.06
29	SNS	10	-6.25	39.06
30	SM	25	8.75	76.56
31	SR	10	-6.25	39.06
32	S	5	-11.25	126.56
33	WA	10	-6.25	39.06
34	YN	5	-11.25	126.56
35	YH	30	13.75	189.06
36	FDL	5	-11.25	126.56
Total				2168.66

Based on the Table 4.6 above, the standard deviation of control group was calculated as the follows:

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2168.66}{36}} = \sqrt{60.24} = 7.76$$

Based on the calculation above, the following facts were obtained:

$$SDx = 9.38$$

$$SDy = 7.76$$

$$N1 = 36$$

$$N2 = 36$$

$$X = 855$$

$$Y = 585$$

$$Mx = 23.75$$

$$My = 16.25$$

$$(X-Mx)^2 = 3168.66$$

$$(Y-My)^2 = 2168.66$$

Therefore, the following formulas were implemented to calculate the both of experimental group and control group:

Standard Error of Experimental Group:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{9.38}{\sqrt{36 - 1}} = \frac{9.38}{\sqrt{35}} = \frac{9.38}{5.91} = 1.58$$

Standard Error of Control Group:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}} = \frac{7.76}{\sqrt{36 - 1}} = \frac{7.76}{\sqrt{35}} = \frac{7.76}{5.91} = 1.31$$

Next, the following were implemented to find out the error standard deviation between $M_1 - M_2$:

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{(1.58)^2 + (1.31)^2} \\ &= \sqrt{2.49 + 1.71} \\ &= \sqrt{4.2} \\ &= 2.04 \end{aligned}$$

APPENDIX 6**LESSON PLAN****EXPERIMENTAL GROUP**

School : SMK PAB.2 HELVETIA

Subject : English

Grade/Semester : X/II

Topic : Narrative Text (Fairy Tale)

Time Allocation : 2 x 45 minutes

A. Core Competences

KI 1 : Living and practice the teachings of their religion

KI 2 : Living and practice honest behavior, discipline, responsibility, caring (gotong royong, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social environment and nature and put themselves as a reflection of the nation in the association world

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, by curiosity about science, technology, art, culture, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as apply knowledge procedural in specific areas of study that suit their talents and interests to solve problems

KI 4 : Processing, reasoning, and present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and able to use the method according to the rules of science

B. Basic Competences

- 1.1. Grateful for the opportunity to learn the language in the English language
International communication embodied in the spirit of learning.
- 2.1. Show polite behavior and care in carrying out the interpersonal communication with teachers and friends. self, and be accountable for implementing transactional communications with teachers and friends.
- 2.2. Show honest behavior, discipline, trust.
- 2.3. Show behavior responsibility, caring, cooperation, and peaceful in implementing functional communication.
- 3.10. Analyzing social function, the structure of the text, and linguistic elements in a simple narrative text form fairy tale, according to the context of use.
- 4.15. Capture meaning of narrative oral and written form of the legend, simple.

C. Indicators

1. Mention the meaning and social function of narrative text.
2. Identify the generic structure of narrative text
3. Identify the language features of narrative text
4. Write a narrative text about fairy tale.

D. Teaching Objective

At the end of lesson, students are able to:

1. Understand the meaning and social function of narrative text
2. Understand the generic structure of narrative text
3. Understand the language features of narrative text
4. Write a narrative text about fairy tale.

E. Teaching Material

Social Function

Imitate moral values, patriotism, respect for the culture of others.

- Structure Text
 - The introduction of the characters and the setting (orientation)
 - Complications of the main character (complication)
 - Solutions and ending (resolution)

- Linguistic Elements
 - Vocabulary related to character, character, and setting the story
 - Modal auxiliary verbs (was / were)
 - Grammar: Reported speech (speech indirect) vs. direct speech
 - Spelling and handwriting and print clear and neat
 - Speech, the word pressure, and intonation when presented orally
 - Referral says

- Topic
 - Writing about fairy tale

F. Source of Material

Buku SMA/SMK Kelas X Kemendikbud

G. Learning Material

1. Meeting 1 mention the meaning and social function of narrative text.
2. Meeting 2 generic structure of narrative text.
3. Meeting 3 the language features of narrative text.
4. Meeting 4 write narrative text about fairy tale

H. Learning Strategy

Using Numbered Heads Together (NHT) Technique

I. Supporting Media

White board, board marker, card picture

J. Teaching Learning Process

Activities		Time Allocation
Pre-Activities		
Teacher	Students	
<ul style="list-style-type: none"> - Greet the students and check students' attendance list - Teacher informs teaching objective - Teacher gives motivation and brainstorming 	<ul style="list-style-type: none"> - Students give respond to the teacher - Listening and paying attention to teacher's explanation 	10 minutes
Main-Activities		
<ul style="list-style-type: none"> - Teacher explains about the topic "narrative text". - Teacher explains about social function and generic structure of narrative text. <p>Observation</p> <ul style="list-style-type: none"> - Teacher gives students an example of narrative text. - Teacher ask the students to observe the example of narrative text and identified adjective - Teacher ask the students to find out general information and spesific information of the 	<ul style="list-style-type: none"> - Students pay attention to the teacher's explanation - Students pay attention to the teacher's explanation - Students read the example of narrative text. - Students observe the example of narrative text - Students find out general information and spesific information of narrative text. - Students make question 	70 minutes

<p>example of narrative text</p> <p>Questioning</p> <p>- Teacher ask the students to make question based on the example of narrative text.</p> <p>Experimenting</p> <p>-The researcher ask the purpose that would be achieved in their learning activity and motivated the students to learn a narrative text.</p> <p>-The researcher divides the group heterogeneousl y that had 4-5 members and</p>	<p>based on the example of narrative text</p> <p>- The students open envelope and put the cards on the table</p> <p>-The students will give response for uttered the purpose from the researcher.</p> <p>-The students will gathered with their group.</p> <p>-The students will give attention and listen the researcher explanation.</p>	
---	--	--

<p>each member of group given number from 1- 5.</p> <p>-The researcher explained about narrative text and showed an example about story. Here, the researcher explained how to write a narrative text based on the picture. The researcher explained about numbered heads together</p>	<p>-The students write a narrative text.</p> <p>-The students will put their heads together to decide one appropriate answer making sure that every group member know the agreed upon answer.</p> <p>-The students ready to answer the question.</p>	
--	--	--

<p>technique.</p> <p>-The researcher gives a task for every group to write a narrative text in group based the sequence of pictures.</p> <p>-The researcher gives a question one by one in a group, pose a question or a problem to the class and give the groups fifteen minutes</p>		
---	--	--

oh “head together”. -The researcher calls a number at random and only students with the same number respond to the question.		
Post-Activities		
Teacher	Students	
Teacher resume the topic discussed together with the students	Students also resume the topic with the teacher together	10 minutes

K. Assessment

Form of test : written test

L. Evaluation

1. Write the narrative text about *Cinderella* story based on your groups !

I. Evaluation

Name: Class :

Aspects of Scoring	Score	Comment
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score:

1. Content : 30
2. Organization : 20
3. Vocabulary : 20
4. Language Use : 25
5. Mechanics : 5

Medan, Januari 2017

English Teacher

Reseacher

(Aja Siti Hafnisyah, SS)

(Indah Chairun Nisa)

Head Master of SMK PAB 2 Helvetia

(Drs.H.Ahmad Nasution.M.P

APPENDIX 7

LESSON PLAN CONTROL GROUP

School : SMK PAB.2 HELVETIA

Subject	: English
Grade/Semester	: X/II
Topic	: Narrative Text (Fairy Tale)
Time Allocation	: 4 meetings (2 x 45 minutes/meeting)

A. Core Competences

- KI 1 : Living and practice the teachings of their religion
- KI 2 : Living and practice honest behavior, discipline, responsibility, caring (gotong royong, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social environment and nature and put themselves as a reflection of the nation in the association world
- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, by curiosity about science, technology, art, culture, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as apply knowledge procedural in specific areas of study that suit their talents and interests to solve problems
- KI 4 : Processing, reasoning, and present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and able to use the method according to the rules of science

B. Basic Competences

- 1.1. Grateful for the opportunity to learn the language in the English language International communication embodied in the spirit of learning.
- 2.1. Show polite behavior and care in carrying out the interpersonal communication with teachers and friends. self, and be accountable for implementing transactional communications with teachers and friends.

- 2.2. Show honest behavior, discipline, trust.
- 2.3. Show behavior responsibility, caring, cooperation, and peaceful in implementing functional communication.
- 3.10. Analyzing social function, the structure of the text, and linguistic elements in a simple narrative text form fairy tale, according to the context of use.
- 4.15. Capture meaning of narrative oral and written form of the legend, simple.

C. Indicators

- 1. Mention the meaning and social function of narrative text.
- 2. Identify the generic structure of narrative text
- 3. Identify the language features of narrative text
- 4. Write a narrative text about fairy tale.

D. Teaching Objective

At the end of lesson, students are able to:

- 1. Understand the meaning and social function of narrative text
- 2. Understand the generic structure of narrative text
- 3. Understand the language features of narrative text
- 4. Write a narrative text about fairy tale.

E. Teaching Material

- Social Function

Imitate moral values, patriotism, respect for the culture of others.

- Structure Text

- The introduction of the characters and the setting (orientation)
- Complications of the main character (complication)
- Solutions and ending (resolution)

- Linguistic Elements

- Vocabulary related to character, character, and setting the story
- Modal auxiliary verbs (was / were)
- Grammar: Reported speech (speech indirect) vs. direct speech
- Spelling and handwriting and print clear and neat
- Speech, the word pressure, and intonation when presented orally
- Referral says

- Topic

Writing about fairy tale

F. Source of Material

Buku SMA/SMK Kelas X Kemendikbud

G. Learning Material

1. Meeting 1 mention the meaning and social function of narrative text.
2. Meeting 2 generic structure of narrative text.
3. Meeting 3 the language features of narrative text.
4. Meeting 4 write narrative text about fairy tale

H. Learning Strategy

Using lecturing strategy

I. Supporting Media

White board, board marker, picture

J. Teaching Learning Process

Activities	
-------------------	--

Pre-Activities		
Teacher	Students	
<ul style="list-style-type: none"> - Greet the students and check students' attendance list - Teacher informs teaching objective - Teacher gives motivation and brainstorming 	<ul style="list-style-type: none"> - Students give respond to the teacher - Listening and paying attention to teacher's explanation 	
Main Activities		
Teacher	Students	
<ul style="list-style-type: none"> - Teacher explains about the topic "narrative text". - Teacher explains about social function and generic structure 	<ul style="list-style-type: none"> - Students pay attention to the teacher's explanation - Students pay attention to the teacher's explanation 	

<p>of narrative text.</p> <p>Observation</p> <ul style="list-style-type: none"> - Teacher gives students an example of narrative text. - Teacher ask the students to observe the example of narrative text and identified adjective. - Teacher ask the students to find out general information and spesific information of the example of narrative text <p>Questioning</p> <ul style="list-style-type: none"> - Teacher ask the students to make question based on the example of narrative text. <p>Experimenting</p> <ul style="list-style-type: none"> - Teacher give picture about Cinderella and ask the students to write narrative text about <i>Cinderella</i> story. 	<ul style="list-style-type: none"> - Students read the example of narrative text. - Students observe the example of narrative text. - Students find out general information and spesific information of narrative text. - Students make question based on the example of narrative text - Students write narrative text about <i>Cinderella</i> story. 	
Post-Activities		
Teacher	Students	
Teacher resume the topic discussed	Students also resume	

together with the students	the topic with the teacher together	
----------------------------	-------------------------------------	--

K. Assessment

Form of test : written test

L. Evaluation

1. Write the narrative text about *Cinderella* story !

I. Evaluation

Name:		
Class :		
Aspects of Scoring	Score	Comment
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score:

1. Content : 30
2. Organization : 20
3. Vocabulary : 20
4. Language Use : 25

5. Mechanics : 5

Medan, January 2017

English Teacher

Reseacher

(Aja Siti Hafnisyah, SS)

(Indah Chairun Nisa)

Head Master of SMK PAB 2 Helvetia

(Drs.H.Ahmad Nasution.M.Pd)

APPENDIX 8**INSTRUMENT OF RESEARCH****WRITTEN TEST****A. Pre-Test and Post-Test in Control Group**

Instruction :

1. Write your identity on the top of your answer sheet!
2. Write your own narrative text. The topic is “*Cinderella*”!

B. Pre-Test and Post-Test in Experimental group

Instruction :

3. Write your identity on the top of your answer sheet!
4. Write your own narrative text. The topic is “*Cinderella*”!

APPENDIX 12**Documentation of Research (Photos)****A. Activities in Experimental Class**

Picture 1. The researcher gave the item test for pre-test



Picture 2. The students focused doing the test



Picture 3. The researcher asked students to making a group and observed them



Picture 4. Each group discussed their questions and answers



Picture 5. One of group presented their work in whiteboard.

B. Activities in Control Class



Picture 1. The researcher asked students to do the test



Picture 2. The researcher observed the students



Picture 3. The students gave attention and focus to the researcher



Picture 4. The researcher explained about the material



Picture 5. The students do their work