

**THE INFLUENCE OF LEARNING MODEL NUMBER HEAD
TOGETHER METHOD (MNHT) ON STUDENTS' WRITING
SKILL ACHIEVEMENTS**

(Pre-Experimental Design at the Eleventh Grade of SMA Somba Opu)



A THESIS

**Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment
Of the Requirement for Degree of Education in English Department**

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MOTTO

Actually, After Difficulty There Is Easy

(QS: Al-Insyirah)

**By Teaching You Will Learn, By Learning
You Will Teach**

**JUST ALWAYS LOOK TO THE FUTURE
AND MOVE ON**

ABSTRACT

NUR AFNI ABADI, 2017. *The Influence Of Learning Model Number Head Together Method (MNHT) On Students' Writing Skill Achievements (Pre-Experimental Design At The Eleventh Grade Of Sma Somba Opu)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Ummi Khaerati Syam, and Saiful,).

This research aimed to find out the improvement of students' writing skill by using Model Number Head Together Method that focused on writing which consisted of vocabulary and grammar. The sample of the research was class XI of SMA Somba Opu Gowa which consisted of 18 students. The sample was taken by used total sampling technique. The research findings showed that the Eleventh grade students of SMA Somba Opu Gowa had fairly score in pre-test. After treatment, their writing skill was significantly improved.

The result of the research were the mean score vocabulary obtained by the students through pre-test was 61.11 and post-test was 75.27 with the t-test score vocabulary is greater than t-table ($8.23 > 1.73$). Mean score grammar pre-test 62.22 and post-test 78.44 with the t-test value grammar is greater than t-table ($11.42 > 1.73$). The result of calculating t-test of the indicators in the student's t-test writing skill (vocabulary and grammar) was greater than t-table $19.65 > 1.73$. It means that there was significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use Model Number Head Together Method is effective in improving the students' in writing skill. Learning Model Number Head Together Method (MNHT) was one of the methods that can be considered in teaching English in order to help improved the students' writing skill.

Keywords: Number Head Together (NHT), Smart Card Media, Descriptive Text, Vocabulary, Grammar, Writing Skill.

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The researcher

Nur Afni Abadi

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CHAPTER I

INTRODUCTION

A. Background

As a means of communication, language plays an important role for humans' life. People use language as a medium for transferring information from the speaker to the listener. Without having language, people cannot express their ideas, thought, and feelings. There are so many languages that are used by people around the world, one of them is English. Agustin (2013)

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. Mardiyah (2015)

English have four skills, they are: reading, listening, speaking and writing. Writing is one of the tool of communication. Writing is very important, especially in our communication to another people by writing. Writing skill is one of our needs. Especially for students, because in school, they learn four skills in language, namely reading, speaking, listening and writing. Writing is taught, since elementary school until in university. By language we can convey our feeling, ideas to another people; by writing we can get some information or convey information to the other people. Evin W R Hutasoit (2012).

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. Huy (2015).

Writing skill and the main reasons lead to these problems. Based on the researcher teaching experience and magang in the school, there are some problems that researcher found in teaching writing in the classroom, the Firstly, the teacher still use traditional strategy in which she only demanded the students' writing product and she only gave fewer portions for writing whereas writing is a complex activity. The teacher just demanded the product of the students' writing that must fulfill the written language rules. Moreover, she did not give enough attention to teach the students how to write in English correctly. The students were seldom trained to make a better writing by using varied technique. The strategies used are monotonous. Writing class generally ignore the writing process. The teacher asked the students to write in a certain topic. The time given was limited. Then, she give them scores and next give them back. She did not consider that writing is a complex activity in which it needs time for revising the content, grammar and conducting consultation.

Secondly, the students still did not master on writing skill. It could be seen that the students did not organize their writing well. Their ideas were not coherent. They sometimes lost their ideas. So, they could not continue their writing. They did not also use tense in the right context, because they were still confused to use tense correctly. They are lack of vocabulary and their understanding of mechanic is low. They seldom read their writing after they finished writing. That was why, their writing were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

Therefore, this research focuses on the writing skill by using learning model number head together with smart card media. Therefore, the writer try to influence the students' achievements in writing skills by learning model number head together with smart card media. It help students compose their best final draft of a paper because learning model number head togetherHida (2016),state is the provision of a number of learners make be ready at any time and learners who are good can teach learners who are less intelligent. The core teaching activities NHT is a lot of give an opportunity for students to *share* ideas and consider the most appropriate response so as to improve students' spirit of cooperation. Although the NHT have the advantages of make all students are ready at any time to answer questions from the teacher, but the NHT have the disadvantage that causes the students into a panic. Learning should be making fun so that students are not strain and more interest and motivate to follow the lesson. One way to do is giving the media as tools in

learning activities that can be used by the students are smart cardmedia. Therefore, this study will look at **the influence of the learning model *Numbered Heads Together* (MNHT) on students' writing skill achievement in class XI SMA Somba Opu.**

B. The Problem Statement

Related with the background above, the problem statement in this research is :

1. Does the use of learning model number head together (MNHT) influence students' writing skill achievements on vocabulary and grammar?

C. Research Objective

To know whether or not the use of learning model number head together (MNHT) influence students' writing skill achievements before and after give pre test, treatment and post test.

D. Significance of the research

The outcomes of the research are expected to become useful and helpful information for the English teachers in teaching writing and it also hope to motivate the writer as well as the readers to investigate the research in mastering writing by using number head together.

E. Scope of the Research

Based on the identification above, this research focus on the influence learning model number head together especially in grammar and vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Maman and Rajab (2016), The Implementation of Cooperative Learning Model 'Number Heads Together (NHT)' in Improving the Students' Ability in Reading Comprehension. The study Aimed at describing the implementation of cooperative learning models of (NHT) at student of SMPN 2 Maros. The method used was a classroom action research in two cycles. Data were collected using the test for the quantitative and non-test for the qualitative by Employing observation, field notes, student's workbook, student's reflection sheet, and a test of learning outcomes. The improvement of competence on the first cycle was 44% that was Categorized as extremely good, 56% were Categorized as good, and no student was Categorized as low. Cycle II, 84% were classified as extremely good, 16% were grouped as good, and no one was classified as low.

Astuti (2014), in her thesis the effectiveness of numbered heads together technique (NHT) on students' reading ability. Based on the interpretation of data, it can be concluded that the technique of numbered heads together is effective in improving students' reading ability on descriptive text at the secondgrade of SMPN 2 Tangerang Selatan. It can be seen that after four meetings treatment of both experiment and controlled class, the result showed that the mean of gained score in experiment class which was given numbered heads together technique is 13.58. Meanwhilethe

mean of gained score in controlled class without the numbered heads together technique is 5.38. It means that the mean of gained score in experiment class is higher than controlled class.

Qurniawati (2013), the effectiveness of cooperative learning methods *Numbered Head Together* (NHT) with a smart card and card media questions on student achievement in the subject matter hydrocarbon class x. The conclusion of this study is the method of cooperative learning NHT with smart cards and card media about effective to improve learning achievement Hydrocarbons class X SMA Negeri 8 Surakarta, year 2012/2013. This is evident from the average difference, which is the cognitive aspect of learning achievement experimental class (59.5000) is higher than the average difference between the value pretest posttest and cognitive aspects of the control class (52.6786) and the average value of affective for class experiment (119.5000) is higher than the average value of affective control class (109.6786). In addition, based on test results for the right party t-cognitive and affective learning achievements obtained t is greater than t table. For cognitive achievement t-test (4.3229) is greater than t table (1.6740) and for the achievement of affective t-test (2.0636) greater than t.table (1.6740).

From the research findings above, that the use learning model of NHT with smart card media or not with a smart card is better than the model learning lecture accompanied by the provision of duty and than writer can conclude that students need an interesting strategy to write an English text so we want to try another method namely number head

together in order to increase the students' writing skill achievement specially to write descriptive text. This method is one of a good method because it can stimulates the students skill in writing by working (writing) together with friends in their group and sharing each other in composing a good descriptive text.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definition of writing

Oshima in lenny (2012) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to said it. Then after you finished writing , you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Byrne in lenny (2012) states that writing is clearly much more than the production of graphic symbols just a speech more than the production of sounds. The symbols have been arranged according certain conventions, to form words, and words have to arrange to form sentence. As a rule, however, we do not write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kind; that is to translate throughout into language.

From some opinion above, it can be concluded that writing is an act, or process of building the large unit of ideas, thinking, and feeling that expresses through graphic symbols, to form words, sentences, and paragraph. Writing is a part of language skill, which requires and elliptical ability in order to construct a brief and a good order of sentence.

b. The important of writing

Oshima in Utami (2014), defines that there are five components of writing. They are content, organization, language use, vocabulary and mechanics.

1) Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unify and complete.

- a) Unity in writing means that each sentence must relate each other and support the main idea.
- b) Completeness means that the main idea has been explained and develop fully completeness as Baker in Oshima & Hogue (1986), comments that controlling idea with is developed thoroughly by these of particular information.

2) Organization

Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion.

a) Coherence

Coherence means that sticking together and in coherent essay, all the idea stick together. A coherent paragraph is each idea in supporting sentence related to the topic or the idea.

b) Spatial order

If the purpose of the paragraph is to tell how something looks, most effective organization pattern is usually spatial.

3) Grammar

Grammar in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about tenses, verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-

out modifier, find more interesting synonyms in the dictionary or thesaurus.

4) Vocabulary

A good writer should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into paragraph until they can build a piece of writing. Most of the students are lack of vocabulary; therefore they are failing to compose a good piece of writing because they are difficult to choose words.

5) Mechanics

It deals with capitalization, punctuation, spelling, etc. It is very important part in writing because it will lead the reader to recognize immediately what the writer means. Punctuation is important as the way to clarify meaning. In English writing capital letter have to principles. First, they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjectives, etc. The use of favorable mechanic in writing will make the reader easy to group the conveying ideas and message towards the written text.

2. Number head together

Hamdan (2012), Number head together was first introduced by Spencer Kagan (1993). The NHT model is part of the structural cooperative learning model, which emphasizes on specific structures

designed to influence student interaction patterns. Kagan's structure requires that student work interdependently on small groups cooperatively.

Kurniasih, et al (2015), state that Numbered head together is one of Cooperative learning model that is known by the acronym NHT. Basically, learning kooperatif is a learning strategy that promotes cooperation among students in the group to achieve the goal of learning, where students are divided into small groups and are directed to study learning materials that have been specified.

Maman(2016), state that Teaching process will be significant in case teachers can create learning atmosphere that can activate students to learn. There are many methods that can be employed to make students active in the teaching and learning process and one of them is Number Heads Together (NHT) method. NHT method can be interpreted as the attempt conducted by teachers to engage students in teaching and learning process. Teaching and learning activity with the implementation of NHT method affecting the students' outcome in the teaching and learning process. The participation is manifested in the three stages of learning activities, namely program planning, implementation program, and evaluation program.

Agustin(2013), state that Numbered Head 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.

Ibrahim (2000), state that Numbered Heads Together (NHT) on cooperative learning is one type of cooperative learning that emphasizes special structures designed to influence the interaction patterns of students and has a goal to improve academic mastery. This type was involving students in studying the materials covered in a lesson and checking their understanding of the content of the lesson.

Ibrahim (2000), suggests three goals to be achieved in cooperative learning with the type of NHT are: (1) The results of academic learning structural aims to improve student performance in academic tasks; (2) Recognition of diversity, aiming for students to accept their friends who have different backgrounds; (3) Development of social skills aims to develop students' social skills. Skills in question include sharing of duties, actively asking, appreciating the opinions of others, want to explain ideas or opinions, work in groups and so forth.

The cooperative learning steps of NHT type are basically the same as previous cooperative learners, only in this type there is little modification that needs to be done, as in **Table 2.2**

Table2.2.Cooperative learning steps of NHT type

Phase	Activities of teacher
Phase-1 Numbering	Teachers divide students into groups of 3-5 people and to each group member is numbered 1 through 5.
Phase-2 Asking question	The teacher asks a question to the students. Questions can be varied and very specific and in the form of a question sentence.
Phase-3 Think together	Students unite their opinions on the answers to these questions and convince each member of his team to know the team's answers.
Phase-4 Answering	The teacher calls a certain number, then the appropriate student raises his hand and tries to answer the question for the whole class.

Suprijono(2013), state that number head together is the teacher divides the class becoming smaller groups. The number of groups should consider the number of concepts learned. If the number of students in a class made up of 40 people and is divided into five groups based on the number of concepts learned, then each group is given a number 1-

8. After groups form the teacher asked a few questions to be answered by each group. Provide the opportunity for each group to find answers. On this occasion, each group bringing together the head (*Heads Together*), discussing think of answers to questions from the teacher.

The next step is the teacher calls the learner who has the same number from each group. They are given the opportunity to answer the questions they have received from the teacher. This is done until all learners with the same number from each group get a turn to explain the answer to the teacher's questions. Based on these answers the teacher can develop a deeper discussion, so that learners can find the answer to the question as a whole knowledge. Hida (2016).

The next step is the teacher observing the results of the discussions that occur and provide a good motivational spirit to every student who is able to answer, and other students. The teacher gives the conclusion or the final answer of all questions relating to the material presented and the teacher rewards the words of praise to the students and assigns higher value to the group with better learning outcomes. Hida (2016).

a. The benefit of number head together

There are several benefits to the NHT type cooperative learning model for low-learning students proposed by Lundgren in Ibrahim (2000), among others:

- 1) The sense of self-esteem is higher.

- 2) Improve attendance.
- 3) The acceptance of individuals becomes less personal.
- 4) A deeper understanding.
- 5) Increasing virtue, sensitivity and tolerance
- 6) Higher learning outcomes.

b. The advantage of number head together

There are some advantage of model number head together.

There advantages are as follow kurniasih (2015) :

- 1) NHT is good to present and review material.
- 2) The student are given the change to share the ideas and consider the best answer.
- 3) The student centered as the core of the teaching and learning process or in other words NHT makes the student as the central activities in the classroom and makes the teacher become a facilitator in the classroom.
- 4) NHT builds some accountability within groups and provides opportunities for unbiased formative assessment of group and individuals. It is from the gist of NHT that students are given some time to talk about answer to questions so that all student in pair, group, or class are able respon on called.
- 5) This technique can be used in teaching reading, writing, listening, and speaking.
- 6) Each student within the group has an equal opportunity to share.

- 7) High degrees of interaction. At any one moment all of the student will be actively engaged in purposeful speaking and listening.

c. The disadvantage of number head together

There are some disadvantages of model number head together.

There are disadvantages as follows (Kurniasih, 2015) :

- 1) There are students who are afraid to be intimidated when given a value to their members if in fact other students are less able to master the material
- 2) There are students who take a shortcut by asking for help to his friend to find the solution, the solution to reduce the point in the student who helped and assisted.

3. Concept of Descriptive text

a. Definition of descriptive text

Utami (2014), states that Description is writing about characteristic features of a particular thing. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

The generic structure of a descriptive text is as follows: (1) identification: an introduction to the subject of the description; (2)

description of features: describe the characteristic features of the subject. Utami (2014).

While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings; (6) use of action verbs to describe the subject's behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions. Utami (2014)

b. Type of Description text

Utami (2014), beside, as we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1.) Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an

impression, or a character sketch, depending on the situation.

Let's examine each.

a.) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b.) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

c.) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In

the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

2.) Description of place

In describing a place for example a room, what should you describe first? The walls?The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depends on your subject and purpose. Utami (2014).

3.) Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described.

Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a.) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b.) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

b. The Structure of Descriptive Text

1.) The generic structures of a description are as follows:

a.) Identification : identifies the phenomenon to be described.

b.) Description of features : describes features in order of importance.

- 1) Parts/things (physical appearance).
- 2) Qualities (degree of beauty, excellence, or worth/value).
- 3) Other characteristics (prominent aspects that are unique).

2.) The generic features of description are:

- a.) Verb in the present tense
- b.) Adjective to describe the features of the subject
- c.) Topic sentences to begin paragraphs and organize the various aspects of the description.

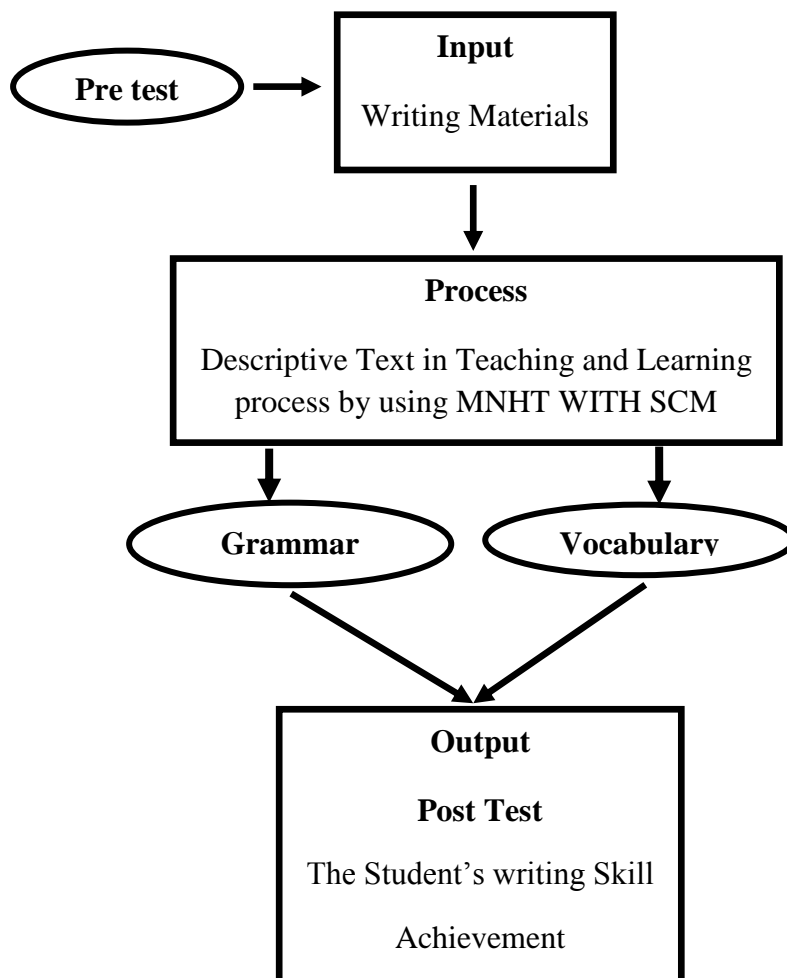
3.) The factual description scaffold

- a.) A general opening statement in the first paragraph
 - 1) This statement introduces the subject of the description to the audience.
 - 2) It can give the audience brief details about the when, where, who, or what of the subject
- b.) A series of paragraphs about the subject
 - 1) Each paragraph usually begins with a topic sentence.
 - 2) The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - 3) Each paragraph should describe one feature of the subject.
 - 4) These paragraphs build the description of the subject.
- c.) A concluding paragraph (optional)

1) The concluding paragraph signals the end of the text.

4. Conceptual Framework

The main focus on this research is NHT in cooperative learning generally requires readiness of students and student's activeness during the learning process so that the use of NHT cooperative model can improve student learning achievement includes cognitive, affective, and psychomotor aspects. The use of cooperative learning model NHT will be much better results if accompanied by learning media. The media used in this research was the smart card media. It will be presented in the following diagrams:



The three variables briefly clarify as follows:

1. Input refers to the writing material namely descriptive text
2. Process refers to the strategy is used in teaching writing namely number head together with smart card media
3. Output refers to the students' achievement on descriptive writing

4. Research Hypothesis

To test the research uses statistic hypothesis, namely :

1. Alternative hypothesis (H1)

Influence learning method numbered head together (MNHT) with smart card media (SCM) on students' achievement in writing skill.

2. Nul Hypothesis (H0)

Learning method numbered head together (MNHT) with smart card media (SCM) can not Influence students' achievement in writing skill.

CHAPTER III

RESEARCH METHOD

This chapter presents design of the research, population and sample, Operational definitions of variables, instrument of the research, procedures of the research, and techniques of data analysis.

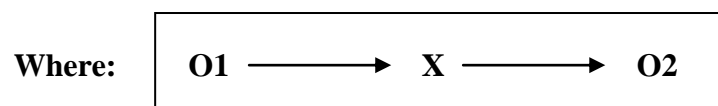
A. Research Method and Design

1. Method

The method of this research used a pre-experimental method with one group pretest and posttest.

2. Design

The design of this research is one group pretest-posttest design. Treatment (X) is given between pretest (O1), and posttest (O2). The design are described as follows



Gay (2006:25)

Where:

O1 : Giving the students a pre- test before conducting treatment

X : Giving treatment to the students using Number Head Together method

O2 : Giving a post-test to the students after receiving treatment using

Number Head Together method

a. Pre-test

Before doing the treatment, the students given pre-test to find the students skill in writing. In this case, the researcher gave some topics and asks the students to write a descriptive text. The students were given 30 minutes to finish their writing test.

b. Treatment

1. Preparing

The teacher explained the material and gave material with smart card media.

2. Numbering

Teachers divided students into groups of 3-5 people and to each group member is numbered 1 through 5.

3. Asking question

The teacher asks a question to the students in smart card media, questions can be varied and very specific and in the form of a question sentence.

4. Thinking together

Students unite their opinions on the answers to these questions and convince each member of his team to know the team's answers, after that they write in their paper.

5. Answering

The teacher called a certain number, and then the appropriate student raises his hand and tries to answer the question in smart card media for the whole class.

c. Post-test

The researcher gave a treatment for 8 meeting by used number head together method. The researcher gave post-test to the students with the same time duration but the instrument had a different difficulty level than a pre-test. The researcher gave post-test to know the students' development after conducting the treatment. Thus, the total meeting of this research is eight times, it conclude pre-test, treatment, and post-test.

B. Population and Sample

1. Population

The population of SMA Somba Opuin the Eleventh Grade, year 2017/2018 was 18 students.

2. Sample

The sampling technique of this research was total sampling. The class selected as a sample is XI that consisted of 18 students.

C. Variables and Indicator

1. Variable

The research consisted of two variables, they are:

- a. The use of Number Head Together is categorized as independent variable because it given effect writing teaching and learning process.
 - b. The students' progress on writing skill in learning process was categorized dependent variable because it taken effect from Number Head Together Method.
2. Indicator

The following the main indicators of variables is the indicators of the students' are writing grammar and the students' writing vocabulary.

D. Instrument of the Research

The instrument of this research was pretest and posttest to found the improvement of the students' writing skill achievements.

E. Procedures of Collecting Data

The procedures of collection data in this research as follows:

In collecting the data, the researcher took 18 students from the population. After that the researcher explained the test to the students. Then, the researcher gave several minutes to the students to work the test. Finally, the researcher submitted the test with the answer of the students. So the techniques that I have used valid data are:

1. Pre-Test

The teacher gave a pre-test at the beginning of the meeting by giving a writing test to found how far the students knew about vocabulary and grammar.

2. Treatment

The teacher gave treatment in the form of material and exercise us much 8 times use Number Head Together method and smart card media to knew the increased of students in writing vocabulary and grammar.

3. Post-Test

The teacher gave a post-test at the end of the meeting by giving writing with different difficulties level with pre-test to found how far the students knew about vocabulary and grammar.

F. Technique of Data Analysis

1. The students' score are tabulated by using follow criteria :

Data from English writing test given score based on the two English writing ability scoring classification. Jacobs et al in Kardina (2001:20).The components of good writing as follows:

a. Vocabulary

To evaluate the scorecorrect invocabulary, researcher usedcriteria in following:

Score	Classification	Criteria
18-20	Very Good	If the paragraph containing wide range of vocabulary, using effective words

15-17	Good	If the paragraph contain occasion errors of the vocabulary but the meaning not obscured
12-14	Average	If the paragraph contain frequent errors of the vocabulary but the meaning confused
9-11	Poor	If the paragraph dominated by errors of vocabulary
5-8	Very poor	If the vocabulary of the paragraph are all incorrect

Jacobs et al in Kardina

(2001:20)

Based on the table above, the students will get good to very good if their score is 15 – 20, average to good if their score is 12 – 17, poor to average if their score is 9 – 14, and very poor to poor if their score is 5– 11.

b. Grammar

To evaluate the scorecorrect in grammar, the researcher used criteria following scale:

Score	Classification	Criteria
23-25	Very Good	If the grammar of the paragraph are all correct
20-22	Good	If the paragraph contain few errors of

		grammar
16-19	Average	If the paragraph contain some errors of grammar
9-15	Poor	If the paragraph dominated by errors of grammar
5-8	Very poor	If the grammar of the paragraph are all incorrect

Jacobs et al in Kardina

(2001:20)

Based on the table above, the students got good to very good if their score is 20 – 25, average to good if their score is 16 – 22, poor to average if their score is 9 – 19, and very poor to poor if their score is 5– 15.

2. The researcher gave the raw score of that are classified into five levels as follows:
 - a. 86-100 classified as very good
 - b. 71-85 classified as good
 - c. 56-70 classified as fair
 - d. 41-55 classified as poor
 - e. – 40 as very poor
3. The mean score of the students are found out by means, following the formula:

$$\bar{X} = \frac{\sum x}{N}$$

—

\bar{X} = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

(Gay, 2006:334)

4. Calculating the percentage of students improvement based on pre-test and post test:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P = Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay, 2006)

5. Finding out significant different between mean score of the students' by calculating the value of the t- test. The formula is seen as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significancedifferences

D = The difference between the method pairs ($X_1 - X_2$)

\bar{D} = The mean of difference score

$\sum D^2$ = The sum of the square

$$(\sum D)^2 = \text{The square of the sum of } \sum D$$

N = Number of students

6. Computing the frequency and the rate percentage of the students' scores

$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage
 F = frequency
 N = the total number of students

(Gay, et al: 2006)

7. The criteria for the hypothesis testing is as follows:

Table 3.5: Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion. The findings present the improvement of students' writing skill, the percentage of students progress and students participation during the teaching and learning process. The discussion of the research cover further explanation of the findings.

A. Findings

The findings of the research based on the result of data analysis, the researcher found the influence of the students' achievement in writing descriptive text. The result of data analysis found that teaching writing skill by using number head together method on students' writing skill achievements in term of vocabulary and grammar use at the class XI of SMA Somba Opu. The researcher analyzed the data that obtained from the students pre-test and post-test score and the result has proved that the Number Head Together was effective to influence the students' writing skill achievement. It means that this Method was successful.

The findings deal with the students' score pre-test, treatment and post-test improvement, and also the significant difference between the students' score of the pre-test and post-test. It could be seen the result of data analysis was follow:

1. The Percentage of the Students' Achievement in Writing Skill by Using Model Number Head Together Method

a. Vocabulary

The following table and chart show the percentage of students' achievement in speaking ability in term of vocabulary before and after application of Model Number Head Together Method.

Table 4.1
The Percentage of Students' Writing Achievement in Vocabulary

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	86 – 100	Very Good	-	-	-	-
2	71 – 85	Good	1	5,5%	12	66.7%
3	56 – 70	Fair	11	61.1%	6	33.3%
4	41 – 55	Poor	5	27.8%		
5	0 – 40	Very Poor	1	5.6%		
TOTAL			18	100%	18	100%

The table above shows the result of students' writing skill in vocabulary in pre-test and post-test. In pre-test, 1 students (5,6%) got *Very Poor* score, 5 students (27,8%) classified into *Poor*, 11 student (61,1%) classified into *Fair*, 1 student 5,5%) classified into *Good* and no body got *Very Good* in pre-test. In post-test, there were 6 students (33,3%) classified into *Fair* score, 12 students (66,7%) classified into *Good* score, and nobody classified into *Very Good* score. The formula

$$\frac{F}{n} \times 100 .$$

The data was also shown in the chart below:

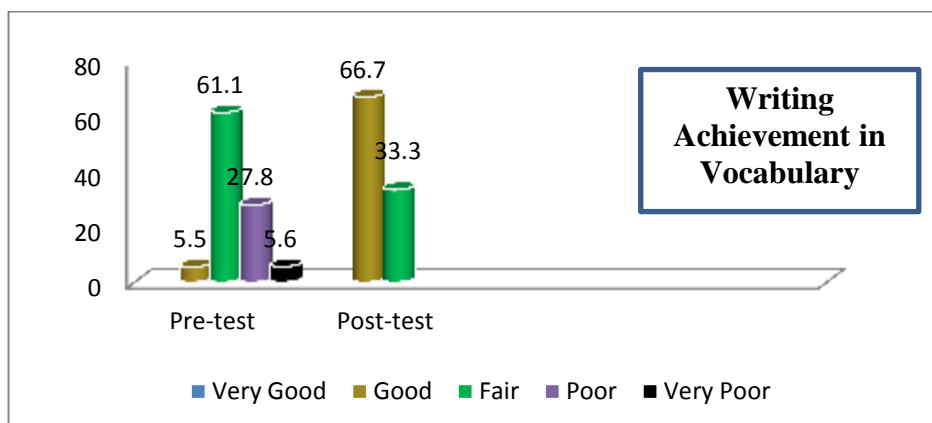


Figure 4.1: The Percentage of the Students' Writing Achievement in Vocabulary

b. Grammar

The following table and chart show the percentage of students' improvement in writing skill in term of grammar before and after application of Model Number Head Together Method.

Table 4.2: The Percentage of Students' Writing Achievement in Grammar

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	86 – 100	Very Good	-	-	-	-
2	71 – 85	Good	3	16.7%	16	88.9%
3	56 – 70	Fair	12	66.6%	2	11.1%
4	41 – 55	Poor	3	16.7%	-	-
5	0 – 40	Very Poor	-	-	-	-
TOTAL			18	100%	18	100%

The table above shows the result of students' speaking ability in smoothness in pre test and post test. In pre test, 3 students (16,7%) got *Poor* score, 12students (66,6%) classified into *Fair*, 3 students(16,7%)classified into *Good* score. Nobody got *Very Poor* and *Very Good*scorein pre test. In post test, there were 2 student

(11,1%) classified into *Fair* score, 16 students (88,9%) classified into *Good* score, and nobody got *Very Poor*, *Poor* and *Very Good* in post test. The formula $\frac{F}{n} \times 100$.

The data was also shown in the chart below:

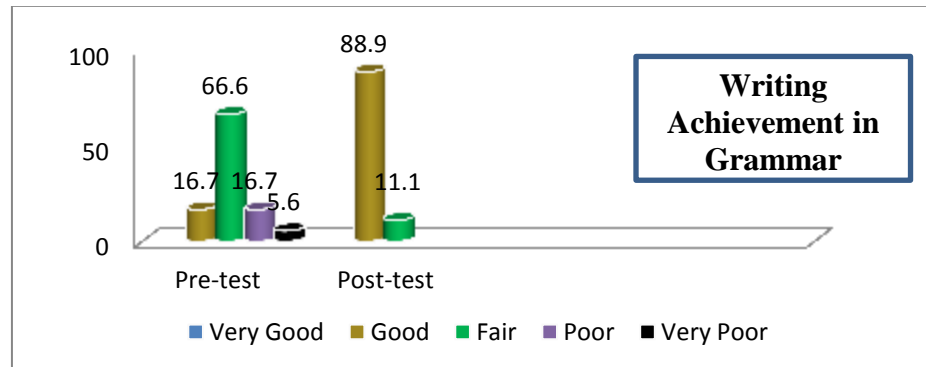


Figure4.2: The Percentage of Students' Writing Achievement in Grammar

c. Writing Skill

The following table and chart show the percentage of students' improvement in writing skill before and after application of Model Number Head Together Method.

Table 4.3:

The Percentage of Students' Writing Skill Achievement

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	86 – 100	Very Good	-	-	-	-
2	71 – 85	Good	2	11.1%	16	88.9%
3	56 – 70	Fair	13	72.2%	2	11.1%
4	41 – 55	Poor	3	16.7%	-	-
5	0 – 40	Very Poor	-	-	-	-
TOTAL			18	100%	18	100%

The table above shows the result of students' speaking ability in pre test and post test. In pre test, only 3 student(16,7%)

classified into *Poor* score, 13 students (72,2%) classified into *Fair*, 2 students (11,1%) classified into *Good* and nobody got *Very Poor* and *Very Good* score in pre test. In post test, there were 2 students (11,1%) classified into *Fair* score, 16 students (88,9%) classified into *Good* score, nobody got *Very Poor*, *Poor* and *Very Good* score in post test. The formula $\frac{F}{n} \times 100$

The data was also shown in the chart below:

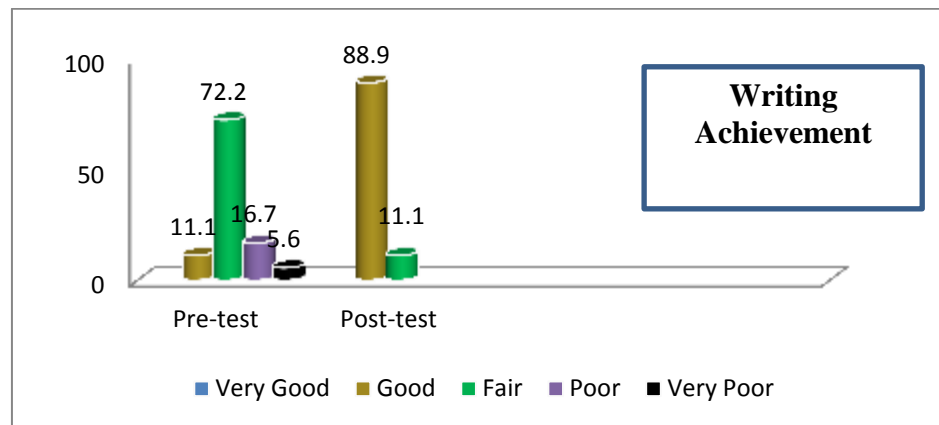


Figure 4.3: The Percentage of Students' Writing Skill

The findings deal with the students' mean score, pre-test and post-test improvement, and also the significant difference between the students' score of the pre-test and post-test. It could be seen the result of data analysis was follow:

2. The Improvement of the Students' Achievement in Writing Skill in Term of Vocabulary

Table 4.4 The Mean Score of Students' Writing in Vocabulary

Pre Test	Post Test	Improvement (%)
61.11	75.27	Pre Test – Post Test

		23.18 %
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Based on the table, it indicates that the improvement of the students' writing skill by using Number Head Together Method in vocabulary was successful. The students' mean score in pre-test was 61.11 (*fair*) and the students' mean score in post-test was 75.27 (*good*). So, the improvement of the students' vocabulary between pre-test to post-test was 23.18%.

Based on the result of analysis above, it can be conclude that the students' score of post-test was higher than pre-test. It means that, there was Influence of the students' writing skill achievement in term of vocabulary.

It is more clearly showed in the chart below:

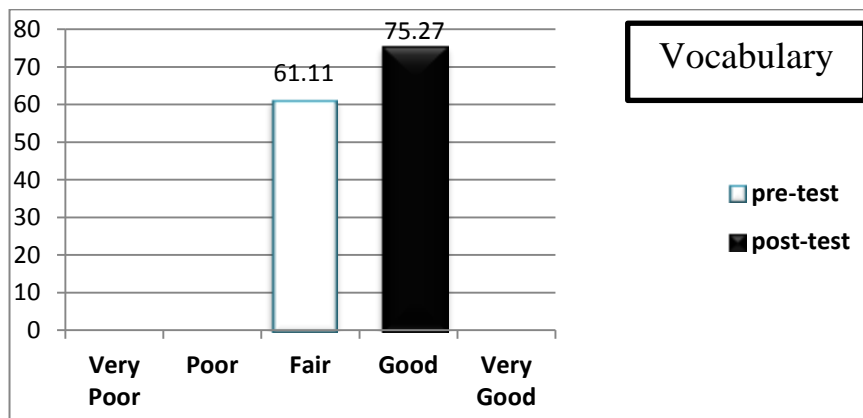


Figure 4.4: The Improvement of Students' Score in Vocabulary

3. The Improvement of the Students' Achievement in Writing Skill in Term of Grammar

Table 4.5 The Mean Score of Students' Writing in Grammar

Pre Test	Post Test	Improvement (%)
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62.22	78.44	Pre test – Post test
		26.07 %

Based on the table, it indicates that the improvement of the students' writing skill by using Number Head Together Method in vocabulary was successful. The students' mean score in pre-test was 62.22 (*fair*) and the students' mean score in post-test was 78.44 (*good*). So, the improvement of the students' grammar between pre-test to post-test was 26.07%.

Based on the result of analysis above, it can be concluded that the students' score of post-test was higher than pre-test. It means that, there was influence of the students' writing skill achievement in terms of grammar.

It is more clearly shown in the chart below:

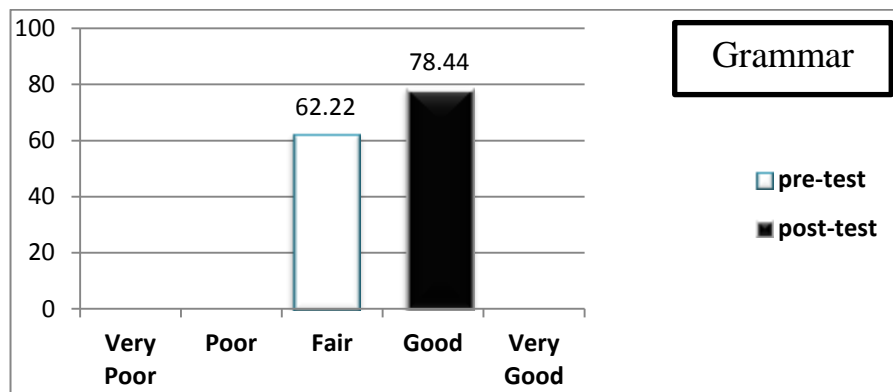


Figure 4.5: The Improvement of Students' Score in Grammar

4. The Improvement of the Students' Writing Skill by Using Number Head Together Method.

Table 4.6
The Mean Score of Students' Writing Skill

No	Indicator	Mean score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre-test to Post-test
1	Vocabulary	61.11	75.27	23.18%
2	Grammar	62.22	78.44	26.07%
ΣX		1110	1385.5	24.81%
X		61.67	76.86	24,63%

The table above shows the mean score of students' achievement in writing skill both of vocabulary and grammar. Based on the table, it indicated that the improvement of the students' writing skill by using Model number Head Together Method was successful. The students' mean score in pre-test was 61.67 classified into *Fair* score and the students' mean score in post-test was 76.86 classified into *Good* score. So, the improvement of the students' writing skill between pre-test to post-test was 24.63 %. Based on the percentages above there are significant improvement of students' writing skill achievement by using Model number Head Together Method. To see clearly the improvement of the students' writing skill, the following chart is presented.

The data can also be seen in form chart below:

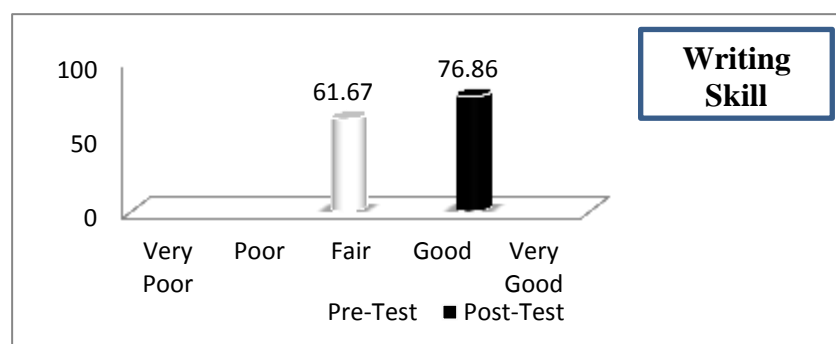


Figure 4.6: The Students' Improvement in Writing Skill

The chart above shows that, the improvement of the students' improvement in writing skill in pre test to post test(24.63%).The give score are classified from *Fair* to *Good*. After evaluation in pre test and post test, there was a significant improvement of the students' that shown clearly in the chart after taking a treatment by using Model number Head Together Method.

Based on the result of the data achievement from both elements above, the researcher concludes that there was a significant improvement between the result of pre-test treatment and post-test. So, the application of Model Number Head Together Method was successful and effective in improvement of the students' writing skill in term of vocabulary and grammar.

5. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N –

1, where N = Number of subject (18 students) then the value of t-table was 1.73 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' writing skill by using Model Number Head Together Method in Table 4.7

Table 4.7 The Comparison of T-test and T-table Score of the Students' Writing Skill

Indicators	t-test	t-table	Description
Vocabulary	8.23	1.73	Significance
Grammar	11.42	1.73	Significance
X	19.65	1.73	

Table 4.9 showed that the value of the t-test is higher than the value of t-table. The t-test value of vocabulary was greater than t-table ($8.23 > 1.73$) and t-test value of smoothness are greater than t-table ($11.42 > 1.73$) The result of calculating t-test of the indicators in the students' t-test in vocabulary and smoothness was greater than t-table ($19.65 > 1.73$).

The value of the t-test was greater than t-table. The score in variable of Writing Skill was ($19.65 > 2.10982$). It is said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It meant that there was a significance difference between the result of the students' vocabulary and grammar in writing by using Model Number head Together Method after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 18 ($N-1=18-1$), thus the

alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 17, thus the alternative hypothesis (H_1) was rejected and null hypothesis (H_0) was accepted.

B. Discussions

In this part, the researcher would like to discuss the result of findings. The discussion aimed at describing the students' writing for vocabulary and grammar by using Model Number Head Together Method.

1. The Students Pre-Test in Vocabulary and Grammar

The use of Number head together method in influence students' writing skill achievement to write descriptive text of vocabulary and grammar can be seen of the students' result of mean score in pretest.

The result of the students' writing in pretest is low, in pretest only gave exercise (writing test) about descriptive test. The students gave pre-test to found the students skill in writing. In this case, the writer gave one topic and asked the students to write a descriptive text. The students were gave 30 minutes to finish their writing test. Teacher assesses vocabulary and grammar students. It shows that the students could not express their ideas in writing and their writing could not be understood.

At the beginning, their writing was very bad. The students still did not master on writing skill. It could be seen that the students did not organize their writing well. Their ideas were not coherent. They sometimes lost their ideas. So, they could not continue their writing. They

did not also use tense in the right context, because they were still confused to use tense correctly. They are lack of vocabulary and their understanding of mechanic is low. They seldom read their writing after they finished writing. That was why, their writing were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

From the result of research on pre-test the researcher found the results of student knowledge in writing especially in vocabulary is 61.11 (*fair*), as well as on the students' knowledge of grammar in writing is 62.22 (*fair*).

2. The Students Post-Test in Vocabulary and Grammar

The result of the students' writing in posttest is high, in posttest only gave exercise (writing test) about descriptive test. The students gave pre-test to found the students skill in writing. In this case, the writer gave some topics and asks the students to write a descriptive text. The students were gave 30 minutes to finish their writing test. Teacher assesses vocabulary and grammar students. After gave treatment there are some improvement in vocabulary and grammar students.

From the result of research on post-test the researcher found the results of student knowledge in writing especially in vocabulary is 75.27

(*fair*), as well as on the students' knowledge of grammar in writing is 78.44 (*fair*).

3. The Improvement of the Students' Achievement in Writing Skill by Using Model Number Head Together Method.

In the analysis of the students' achievement the researcher found that the mean score of students in writing skill by using model number head together method was improved. The students' score in pre-test was 61.67 (*Fair*) and in the post-test the students' mean score was 76.86 (*Good*). The improvement of students' achievement from mean score of pre-test to post-test was 24.63%.

a. Vocabulary

The improvement of students' achievement in writing by using model number head together method had effective effect. The researcher found that before the application of model number head together method, the students' pre-test mean score in vocabulary was 61.11 (*Fair*). But after application of model number head together method, the students' score in the post-test became 75.27 (*Good*). So, the improvement of students' achievement from mean score of pre-test to post-test was 23.18%.

From the explanation above, the researcher analyzed that by using model number head together method could improved the students' writing skill in term of vocabulary, where the students' mean score in post-test was higher than pre-test.

b. Grammar

The improvement of students' achievement in writing by using model number head together method had effective effect. The researcher found that before the application of model number head together method, the students' pre-test mean score in grammar was 62.22 (*Fair*). But after application of model number head together method, the students' score in the post-test became 78.44 (*Good*). So, the improvement of students' achievement from mean score of pre-test to post-test was 26.07%.

Based on the previous chapter above, this research has line with Astuti (2014) it can be concluded that there is the improvement of students' achievement in reading through NHT by the second grade of SMPN 2 Tangerang Selatan and NHT is a good technique for teaching reading and the students were able to apply this technique well.

The other research was a Maman (2016) reports that after being taught through Model NHT is better than the reading of the SMPN 2 Maros. Besides that, Qurniawati (2013) reports that In line with the data, it was found that the NHT can improve students' subject matter Hydrocarbon Class X SMA Negeri 8 Surakarta.

After comparing the result of this research and previous research findings, the researcher analyzed that by using Model Number Head Together Method could improve the students' writing skill in

term of Vocabulary and Grammar, where the students' mean score in post-test was higher than pre-test.

Based on the result, hypothesis testing show that the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. So, the researcher concludes that there is significant improvement in Influence the students' writing skill Achievement by using Model Number Head Together Method at the Eleventh Grade Students' of SMA SombaOpu.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the finding and discussion of the data analysis.

A. Conclusions

According by Spencer Kagan (1993). The NHT model is part of the structural cooperative learning model, which emphasizes on specific structures designed to influence student interaction patterns. Kagan's structure requires that student work interdependently on small groups cooperatively.

The problem that researcher found at the time of the study, some student didn't come at the time of the treatment and test, students didn't concentrated on the lesson.

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that:

1. The use of Learning Model Number Head Together Method (MNHT) was effective in teaching Writing in terms of vocabulary and grammar at the Eleventh Grade Students' of SMA Somba Opu.
2. The use of Learning Model Number Head Together Method (MNHT) can improve the students' *writing skill in vocabulary*, it was proved by the mean score of vocabulary before and after giving treatment was *61.11* becomes *76.27* improve 23.18% with the t-test value was greater than t-table ($8.23 > 2.10982$).
3. The use of Learning Model Number Head Together Method (MNHT) can improve the students' *writing skill in grammar*, it was proved by the

mean score *grammar* before and after giving treatment was 62.22 becomes 78.44 improve 26.07% with the t-test value *grammar* was greater than t-table ($11.42 > 2.10982$). The result of calculating t-test of the indicators in the student's t-test speaking ability (vocabulary and grammar) was greater than t-table $19.65 > 2.10982$. It means that there was significance difference between before and after giving the treatment.

B. Suggestions

Based on the conclusion presented above, the researcher tries to gave some suggestions for English teacher, the next researcher and anyone who read this thesis as follows:

1. For Education

Model Number Head Together was one of the most effective learning method for English lesson or other lesson because it could increase students interesting in learning.

2. For Students

Using Model Number Head Together learning could improved students learning achievement and students activeness because it is based on team worked and responsibility of each member in carried out the task gave so as to increased the interaction of students with teacher and between students with one other students who were finally active students in the learning process.

3. For the English Teacher at the Eleventh Grade Students' of SMA SombaOpu
 - a. Learning Model Number Head Together Method (MNHT) was one of the methods that can be considered in teaching English in order to help improve the students' writing skill.
 - b. Learning Model Number Head Together Method (MNHT) was very well used in English lesson especially in writing activity because it could help student interested in writing.
4. For Policy

Pay attention to school condition such as student activity and control teacher performance.
5. For school

For school it is known that the use of learning model number head together could improve student learning achievement so it was suggested to the school institution to maintain the learning method or strategy in the class so that the students like the subjects.

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STC I DZEN PPA

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA SOMBA OPU

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 2 x 30 menit (1x pertemuan)
Topik Pembelajaran	: Descriptive
Pertemuan Ke	: 1

A. Standar Kompetensi

Membaca

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

12. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*.
- 11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.
- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat mengidentifikasi informasi yang terdapat dalam text berbentuk deskriptif yang terdiri dari makna, bentuk dan tujuan komunikatif teks.
- Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive teks*.

D. Materi Pokok

Materi Pokok : Pre test

1. Descriptive

Make a descriptive text about your friend on your own word, be imaginative and be creative.

E. Metode Pembelajaran/Teknik:

Pendekatan : Scientific

Model : NHT (*Numbered Heads Together*)

Strategi : Kooperatif

Metode : Diskusi, tanya jawab

F. Langkah-Langkah Kegiatan Pembelajaran

- Kegiatan awal
 - Guru memberi salam dan menyapa siswa.
 - Berdoa, dilanjutkan dengan tanya jawab tentang perasaan bersyukur atas nikmat yang telah Allah berikan hari ini.
 - Guru mengecek kehadiran siswa.
 - Guru memberikan gambaran tentang deskriptive text dengan memberikan apersepsi untuk mendorong rasa ingin tahu dan berfikir kritis, sehingga siswa diharapkan dapat menjawab pertanyaan yang diberikan oleh guru.
 - Guru menyampaikan tujuan yang ingin dicapai.
 - Guru menyampaikan materi yang akan dipelajari.
 - Guru menjelaskan garis-garis besar tentang deskriptif teks.
 - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa yakni teks berbentuk deskriptif.
- Kegiatan inti
 - Guru memberikan pre test berupa menulis deskriptif teks
- Kegiatan akhir

- Guru menyimpulkan secara keseluruhan mengenai materi yang telah dipelajari serta meluruskan konsep dan pemahaman siswa mengenai Deskriptif teks.
- Guru mengingatkan materi pelajaran untuk pertemuan selanjutnya.
- Menutup kegiatan pembelajaran dengan mengucapkan salam.

G. Sumber Pembelajaran/Media/Alat

1. Media

- LKS dan Kartu pintar

2. Alat

- Spidol dan Papan tulis

3. Sumber belajar

- Buku Look Ahead 1 , English for Better Life penerbit Erlangga
- Buku Be Smart in ENGLISH, penerbit GLOBAL

H. Penilaian

Tehnik : Tertulis (individu)

Aspek : vocabulary and grammar

I. Indikator, Teknik, Bentuk, dan Contoh.

c. Vocabulary

Score	Classification	Criterion
18-20	Very Good	If the paragraph containing wide range of vocabulary, using effective words
15-17	Good	If the paragraph contain occasion errors of the vocabulary but the meaning not obscured
12-14	Average	If the paragraph contain frequent errors of the vocabulary but the meaning confused
9-11	Poor	If the paragraph dominated by errors of vocabulary
5-8	Very poor	If the vocabulary of the paragraph are all incorrect

a. Language use or grammar

To evaluate the score of the language use or grammar, the researcher use the following scale:

Score	Classification	Criterion
23-25	Very Good	If the grammar of the paragraph are all correct
20-22	Good	If the paragraph contain few errors of grammar
16-19	Average	If the paragraph contain some errors of grammar
9-15	Poor	If the paragraph dominated by errors of grammar
5-8	Very poor	If the grammar of the paragraph are all incorrect

Makassar, Juni 2017

Guru

Mahasiswa

Minarti Rawan Dayat, S.Pd

Nur Afni Abadi

NIM : 10535545813

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA SOMBA OPU
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ 1
Alokasi Waktu	: 4 x 30 menit (2x pertemuan)
Topik Pembelajaran	: Descriptive
Pertemuan Ke	: 2 dan 3

A. Standar Kompetensi

Membaca

13. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

14. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*.
- 11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.
- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat mengidentifikasi informasi yang terdapat dalam text berbentuk deskriptif yang terdiri dari makna, bentuk dan tujuan komunikatif teks.
- Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive teks*.

D. Materi Pokok

Materi Pokok : Describing Place

BANTIMURUNG WATERFALL KINGDOM OF BUTTERFLIES

Bantimurung means a place for getting rid of sadness. The spectacular waterfall is located at the valley of the steep limestone hill with its fertile tropical vegetation which makes this area an ideal habitat for the types of butterflies and birds that are famous for their small number.

Before entering the waterfall location, visitors can see a statue of a kind of monkey, about 6 cm tall. This kind of animal can only be found in Sulawesi and Kalimantan.



From the waterfall, visitors can go up to see the lake on top, but there are many sharp corals on the way there. The lake is so blue with many flying butterflies around it.

In 1858-1857, a prominent English naturalist, Alfred Russel Wallace spent all of his life that is enjoyed in this area to catch numerous types of rare butterflies, birds, and insects. Among the butterflies he caught, there was the Papilo Androcles type, one of the rarest and biggest types of butterfly that has a tail like a swallow. A detailed explanation concerning this area has attracted the attention of archeologists, prehistoric, and insects' experts.

The waterfall and surrounding areas is a popular picnic area and it is a pleasant area for roaming around, swimming and enjoying the attractive sceneries. Around the waterfall area, there are sold many specimens of butterflies for souvenirs. From the waterfall one can take a ride to the National Park which is close by, through the limestone mountain chain.

Petra Article:2

E. Metode Pembelajaran/Teknik:

Pendekatan : Scientific

Model : NHT (*Numbered Heads Together*)

Strategi : Kooperatif

Metode : Diskusi, tanya jawab

F. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah-langkah NHT	Deskripsi	Waktu
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Pendahuluan		<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa • Berdoa, dilanjutkan dengan tanya jawab tentang perasaan bersyukur atas nikmat yang telah Allah berikan hari ini • Guru mengecek kehadiran siswa • Guru memberikan gambaran tentang deskriptif text dengan memberikan apersepsi untuk mendorong rasa ingin tahu dan berfikir kritis, sehingga siswa diharapkan dapat menjawab pertanyaan yang diberikan oleh guru. • Guru menyampaikan tujuan yang ingin dicapai. • Guru menyampaikan materi yang akan dipelajari • Guru menjelaskan garis-garis besar tentang deskriptif teks • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa yakni teks berbentuk deskriptif. 	20 menit
Kegiatan Inti	Fase 1: Penomoran	<ul style="list-style-type: none"> • Membagi siswa kedalam beberapa kelompok yang beranggotakan 3-5 orang siswa. • Memberi nomor kepada setiap siswa dalam kelompok dan nama kelompok yang berbeda. Misalnya kelompok 1 diberi nama kelompok 	60 menit

		A dengan jumlah anggota 5 orang siswa pada masing-masing siswa dalam kelompok A diberikan nomor 1-5. Begitupun kelompok 2 sampai kelompok selanjutnya.	
	Fase 2: Mengajukan pertanyaan	<ul style="list-style-type: none"> • Membagikan kartu pintar tentang deskriptive text kepada setiap siswa sebagai bahan yang akan dipelajari • Memberikan petunjuk berupa arahan tentang apa yang harus dilakukan siswa agar setiap siswa berpikir bersama untuk menggambarkan dan meyakinkan bahwa setiap orang mengetahui jawaban dari pertanyaan yang telah ada dalam kartu pintar. Misalnya: • Setiap kelompok harus memiliki buku paket atau buku panduan agar pertanyaan-pertanyaan yang di berikan dalam bentuk kartu pintar bisa di jawab dengan baik. • Silahkan jawab pertanyaan pada kartu pintar yang sudah diberikan! 	
	Fase 3: Berpikir bersama	<ul style="list-style-type: none"> • Siswa menyatukan pendapatnya terhadap jawaban pertanyaan deskriptive text yang sudah di bagikan dalam bentuk kartu pintar dan meyakinkan tiap anggota dalam timnya mengetahui jawaban itu. • Setiap kelompok membuat deskriptif teks sesuai pertanyaan yang di 	

		<p>berikan di kartu pintar.</p> <ul style="list-style-type: none"> • Setiap siswa harus mengetahui jawaban atau isi dari tulisan kelompok masing-masing. 	
	<p>fase 4: Menjawab</p>	<ul style="list-style-type: none"> • Apakah kalian sudah siap menjawab pertanyaan yang diberikan? • Memanggil satu nomor tertentu mewakili tiap-tiap kelompok kemudian siswa yang nomornya dipanggil dari tiap kelompok dengan nomor yang sama mengangkat tangan dan mencoba menjawab pertanyaan lalu ditanggapi oleh siswa yang lain. • Mengamati hasil diskusi yang terjadi, dan memberikan semangat motivasi yang baik pada setiap siswa yang mampu menjawab, dan siswa lainnya. • Memberikan kesimpulan atau jawaban akhir dari semua pertanyaan yang berhubungan dengan materi deskriptive yang disajikan. • Memberikan penghargaan berupa kata kata pujian pada siswa dan memberi nilai yang lebih tinggi kepada kelompok yang hasil belajarnya lebih baik. 	

Penutup		<ul style="list-style-type: none"> • Siswa diminta untuk menyimpulkan materi yang telah didiskusikan dengan bimbingan guru. • Guru menyimpulkan secara keseluruhan mengenai materi yang telah dipelajari serta meluruskan konsep dan pemahaman siswa mengenai Deskriptif teks. • Guru mengingatkan materi pelajaran untuk pertemuan selanjutnya • Menutup kegiatan pembelajaran dengan mengucapkan salam. 	10 menit
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G. Sumber Pembelajaran/Media/Alat

4. Media

- LKS dan Kartu pintar

5. Alat

- Spidol dan Papan tulis

6. Sumber belajar

- Buku Look Ahead 1 , English for Better Life penerbit Erlangga
- Buku Be Smart in ENGLISH, penerbit GLOBAL

H. Penilaian

Tehnik : Tertulis (individu)

Aspek : vocabulary and grammar

II. Indikator, Teknik, Bentuk, dan Contoh.

d. Vocabulary

Score	Classification	Criterion
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18-20	Very Good	If the paragraph containing wide range of vocabulary, using effective words
15-17	Good	If the paragraph contain occasion errors of the vocabulary but the meaning not obscured
12-14	Average	If the paragraph contain frequent errors of the vocabulary but the meaning confused
9-11	Poor	If the paragraph dominated by errors of vocabulary
5-8	Very poor	If the vocabulary of the paragraph are all incorrect

b. Language use or grammar

To evaluate the score of the language use or grammar, the researcher use the following scale:

Score	Classification	Criterion
23-25	Very Good	If the grammar of the paragraph are all correct
20-22	Good	If the paragraph contain few errors of grammar
16-19	Average	If the paragraph contain some errors of grammar
9-15	Poor	If the paragraph dominated by errors of grammar
5-8	Very poor	If the grammar of the paragraph are all incorrect

Makassar, Juni 2017

Guru

Mahasiswa

Minarti Rawan Dayat, S.Pd

Nur Afni Abadi

NIM : 10535545813

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA SOMBA OPU
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 4 x 30 menit (2x pertemuan)
Topik Pembelajaran	: Descriptive
Pertemuan Ke	: 4 dan 5

A. Standar Kompetensi

Membaca

15. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

16. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*.
- 11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.
- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat mengidentifikasi informasi yang terdapat dalam text berbentuk deskriptif yang terdiri dari makna, bentuk dan tujuan komunikatif teks.
- Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive teks*.

D. Materi Pokok

Materi Pokok : Describing Person

Size/ Quality	Color	Noun
Big	Black	Hair
Thick	Grey	Nose
Narrow	Dark	Head
Small	Red	Cheek
Flat		
Kinky		

Describing person

- His/her name is ...
- He/she...
- Is ... years old
- Is ... (nationality)
- Speaks ... (language)
- Is from ...
- Lives in ...
- Is single/married
- Has ... children/ ... Daughter(s) and ... son(s)
- Likes ... + ing
- Doesn't like ... + ing
- What does he/she look like?
- He/she ...
- Is tall/short
- Is fat/ skinny
- Has long/short hair
- Has black/brown/red/blond/gray hair
- Has brown/blue/green eyes

THE KINDS OF FACE

- Oval
- Rectangle
- Round
- Square
- Inverted Triangle
- Heart
- Diamond
- Triangle
- Oval



Describe it?

E. Metode Pembelajaran/Teknik:

- Pendekatan : Scientific
- Model : NHT (*Numbered Heads Together*)
- Strategi : Kooperatif
- Metode : Diskusi, tanya jawab

F. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah-	Deskripsi	Waktu
----------	----------	-----------	-------

	langkah NHT		
Pendahuluan		<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa • Berdoa, dilanjutkan dengan tanya jawab tentang perasaan bersyukur atas nikmat yang telah Allah berikan hari ini • Guru mengecek kehadiran siswa • Guru memberikan gambaran tentang deskriptif text dengan memberikan apersepsi untuk mendorong rasa ingin tahu dan berfikir kritis, sehingga siswa diharapkan dapat menjawab pertanyaan yang diberikan oleh guru. • Guru menyampaikan tujuan yang ingin dicapai. • Guru menyampaikan materi yang akan dipelajari • Guru menjelaskan garis-garis besar tentang deskriptif teks • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa yakni teks berbentuk deskriptif. 	20 menit
Kegiatan Inti	Fase 1: Penomoran	<ul style="list-style-type: none"> • Membagi siswa kedalam beberapa kelompok yang beranggotakan 3-5 orang siswa. • Memberi nomor kepada setiap siswa dalam kelompok dan nama 	60 menit

		kelompok yang berbeda. Misalnya kelompok 1 diberi nama kelompok A dengan jumlah anggota 5 orang siswa pada masing-masing siswa dalam kelompok A diberikan nomor 1-5. Begitupun kelompok 2 sampai kelompok selanjutnya.	
	Fase 2: Mengajukan pertanyaan	<ul style="list-style-type: none"> • Membagikan kartu pintar tentang deskriptive text kepada setiap siswa sebagai bahan yang akan dipelajari • Memberikan petunjuk berupa arahan tentang apa yang harus dilakukan siswa agar setiap siswa berpikir bersama untuk menggambarkan dan meyakinkan bahwa setiap orang mengetahui jawaban dari pertanyaan yang telah ada dalam kartu pintar. • Setiap kelompok harus memiliki buku paket atau buku panduan agar pertanyaan-pertanyaan yang di berikan dalam bentuk kartu pintar bisa di jawab dengan baik. • Silahkan jawab pertanyaan pada kartu pintar yang sudah diberikan! 	
	Fase 3: Berpikir bersama	<ul style="list-style-type: none"> • Siswa menyatukan pendapatnya terhadap jawaban pertanyaan deskriptive text yang sudah di bagikan dalam bentuk kartu pintar dan meyakinkan tiap anggota dalam timnya mengetahui jawaban itu. • Setiap kelompok membuat deskriptif 	

		<p>teks sesuai pertanyaan yang di berikan di kartu pintar.</p> <ul style="list-style-type: none"> • Setiap siswa harus mengetahui jawaban atau isi dari tulisan kelompok masing-masing. 	
	<p>fase 4: Menjawab</p>	<ul style="list-style-type: none"> • Apakah kalian sudah siap menjawab pertanyaan yang diberikan? • Memanggil satu nomor tertentu mewakili tiap-tiap kelompok kemudian siswa yang nomornya dipanggil dari tiap kelompok dengan nomor yang sama mengangkat tangan dan mencoba menjawab pertanyaan lalu ditanggapi oleh siswa yang lain. • Mengamati hasil diskusi yang terjadi, dan memberikan semangat motivasi yang baik pada setiap siswa yang mampu menjawab, dan siswa lainnya. • Memberikan kesimpulan atau jawaban akhir dari semua pertanyaan yang berhubungan dengan materi deskriptive yang disajikan. • Memberikan penghargaan berupa kata kata pujian pada siswa dan memberi nilai yang lebih tinggi kepada kelompok yang hasil belajarnya lebih baik. 	

Penutup		<ul style="list-style-type: none"> • Siswa diminta untuk menyimpulkan materi yang telah didiskusikan dengan bimbingan guru. • Guru menyimpulkan secara keseluruhan mengenai materi yang telah dipelajari serta meluruskan konsep dan pemahaman siswa mengenai Deskriptif teks. • Guru mengingatkan materi pelajaran untuk pertemuan selanjutnya • Menutup kegiatan pembelajaran dengan mengucapkan salam. 	10 menit
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G. Sumber Pembelajaran/Media/Alat

7. Media

- LKS dan Kartu pintar

8. Alat

- Spidol dan Papan tulis

9. Sumber belajar

- Buku Look Ahead 1 , English for Better Life penerbit Erlangga
- Buku Be Smart in ENGLISH, penerbit GLOBAL

H. Penilaian

Tehnik : Tertulis (individu)

Aspek : vocabulary and grammar

III. Indikator, Teknik, Bentuk, dan Contoh.

e. Vocabulary

Score	Classification	Criterion
18-20	Very Good	If the paragraph containing wide range of vocabulary, using effective words

15-17	Good	If the paragraph contain occasion errors of the vocabulary but the meaning not obscured
12-14	Average	If the paragraph contain frequent errors of the vocabulary but the meaning confused
9-11	Poor	If the paragraph dominated by errors of vocabulary
5-8	Very poor	If the vocabulary of the paragraph are all incorrect

c. Language use or grammar

To evaluate the score of the language use or grammar, the researcher use the following scale:

Score	Classification	Criterion
23-25	Very Good	If the grammar of the paragraph are all correct
20-22	Good	If the paragraph contain few errors of grammar
16-19	Average	If the paragraph contain some errors of grammar
9-15	Poor	If the paragraph dominated by errors of grammar
5-8	Very poor	If the grammar of the paragraph are all incorrect

Makassar, Juni 2017

Guru

Mahasiswa

Minarti Rawan Dayat, S.Pd

Nur Afni Abadi

NIM : 10535545813

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA SOMBA OPU
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ 1
Alokasi Waktu : 4 x 30 menit (2x pertemuan)
Topik Pembelajaran : Descriptive
Pertemuan Ke : 6 dan 7

A. Standar Kompetensi

Membaca

17. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

18. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*.

11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat mengidentifikasi informasi yang terdapat dalam text berbentuk deskriptif yang terdiri dari makna, bentuk dan tujuan komunikatif teks.
- Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive teks*.

D. Materi Pokok

Materi Pokok : Describing Think



E. Metode Pembelajaran/Teknik:

Pendekatan : Scientific

Model : NHT (*Numbered Heads Together*)

Strategi : Kooperatif

Metode : Diskusi, tanya jawab

F. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah-langkah NHT	Deskripsi	Waktu
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Pendahuluan		<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa • Berdoa, dilanjutkan dengan tanya jawab tentang perasaan bersyukur atas nikmat yang telah Allah berikan hari ini • Guru mengecek kehadiran siswa • Guru memberikan gambaran tentang deskriptive text dengan memberikan apersepsi untuk mendorong rasa ingin tahu dan berfikir kritis, sehingga siswa diharapkan dapat menjawab pertanyaan yang diberikan oleh guru. • Guru menyampaikan tujuan yang ingin dicapai. • Guru menyampaikan materi yang akan dipelajari • Guru menjelaskan garis-garis besar tentang deskriptif teks • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa yakni teks berbentuk deskriptif. 	20 menit
Kegiatan Inti	Fase 1: Penomoran	<ul style="list-style-type: none"> • Membagi siswa kedalam beberapa kelompok yang beranggotakan 3-5 orang siswa. • Memberi nomor kepada setiap siswa dalam kelompok dan nama kelompok yang berbeda. Misalnya kelompok 1 diberi nama kelompok 	60 menit

		A dengan jumlah anggota 5 orang siswa pada masing-masing siswa dalam kelompok A diberikan nomor 1-5. Begitupun kelompok 2 sampai kelompok selanjutnya.	
	Fase 2: Mengajukan pertanyaan	<ul style="list-style-type: none"> • Membagikan kartu pintar tentang deskriptive text kepada setiap siswa sebagai bahan yang akan dipelajari • Memberikan petunjuk berupa arahan tentang apa yang harus dilakukan siswa agar setiap siswa berpikir bersama untuk menggambarkan dan meyakinkan bahwa setiap orang mengetahui jawaban dari pertanyaan yang telah ada dalam kartu pintar. Misalnya: • Setiap kelompok harus memiliki buku paket atau buku panduan agar pertanyaan-pertanyaan yang di berikan dalam bentuk kartu pintar bisa di jawab dengan baik. • Silahkan jawab pertanyaan pada kartu pintar yang sudah diberikan! 	
	Fase 3: Berpikir bersama	<ul style="list-style-type: none"> • Siswa menyatukan pendapatnya terhadap jawaban pertanyaan deskriptive text yang sudah di bagikan dalam bentuk kartu pintar dan meyakinkan tiap anggota dalam timnya mengetahui jawaban itu. • Setiap kelompok membuat deskriptif teks sesuai pertanyaan yang di 	

		<p>berikan di kartu pintar.</p> <ul style="list-style-type: none"> • Setiap siswa harus mengetahui jawaban atau isi dari tulisan kelompok masing-masing. 	
	<p>fase 4: Menjawab</p>	<ul style="list-style-type: none"> • Apakah kalian sudah siap menjawab pertanyaan yang diberikan? • Memanggil satu nomor tertentu mewakili tiap-tiap kelompok kemudian siswa yang nomornya dipanggil dari tiap kelompok dengan nomor yang sama mengangkat tangan dan mencoba menjawab pertanyaan lalu ditanggapi oleh siswa yang lain. • Mengamati hasil diskusi yang terjadi, dan memberikan semangat motivasi yang baik pada setiap siswa yang mampu menjawab, dan siswa lainnya. • Memberikan kesimpulan atau jawaban akhir dari semua pertanyaan yang berhubungan dengan materi deskriptive yang disajikan. • Memberikan penghargaan berupa kata kata pujian pada siswa dan memberi nilai yang lebih tinggi kepada kelompok yang hasil belajarnya lebih baik. 	

Penutup		<ul style="list-style-type: none"> • Siswa diminta untuk menyimpulkan materi yang telah didiskusikan dengan bimbingan guru. • Guru menyimpulkan secara keseluruhan mengenai materi yang telah dipelajari serta meluruskan konsep dan pemahaman siswa mengenai Deskriptif teks. • Guru mengingatkan materi pelajaran untuk pertemuan selanjutnya • Menutup kegiatan pembelajaran dengan mengucapkan salam. 	10 menit
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G. Sumber Pembelajaran/Media/Alat

10. Media

- LKS dan Kartu pintar

11. Alat

- Spidol dan Papan tulis

12. Sumber belajar

- Buku Look Ahead 1 , English for Better Life penerbit Erlangga
- Buku Be Smart in ENGLISH, penerbit GLOBAL

H. Penilaian

Tehnik : Tertulis (individu)

Aspek : vocabulary and grammar

IV. Indikator, Teknik, Bentuk, dan Contoh.

f. Vocabulary

Score	Classification	Criterion
18-20	Very Good	If the paragraph containing wide range of vocabulary, using effective words

15-17	Good	If the paragraph contain occasion errors of the vocabulary but the meaning not obscured
12-14	Average	If the paragraph contain frequent errors of the vocabulary but the meaning confused
9-11	Poor	If the paragraph dominated by errors of vocabulary
5-8	Very poor	If the vocabulary of the paragraph are all incorrect

d. Language use or grammar

To evaluate the score of the language use or grammar, the researcher use the following scale:

Score	Classification	Criterion
23-25	Very Good	If the grammar of the paragraph are all correct
20-22	Good	If the paragraph contain few errors of grammar
16-19	Average	If the paragraph contain some errors of grammar
9-15	Poor	If the paragraph dominated by errors of grammar
5-8	Very poor	If the grammar of the paragraph are all incorrect

Makassar, Juni 2017

Guru

Mahasiswa

Minarti Rawan Dayat,S.Pd

Nur Afni Abadi

NIM : 10535545813

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA SOMBA OPU
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 2 x 30 menit (1x pertemuan)
Topik Pembelajaran	: Descriptive
Pertemuan Ke	: 8

A. Standar Kompetensi

Membaca

19. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

20. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*.
- 11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.
- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat mengidentifikasi informasi yang terdapat dalam text berbentuk deskriptif yang terdiri dari makna, bentuk dan tujuan komunikatif teks.
- Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive teks*.

D. Materi Pokok

Materi Pokok : Post test

2. Descriptive

Make a descriptive text on your own word. Be imaginative and be creative.

Choose one of the topics below:

- My family
- My Favorite food
- My favorite place

E. Metode Pembelajaran/Teknik:

Pendekatan : Scientific

Model : NHT (*Numbered Heads Together*)

Strategi : Kooperatif

Metode : Diskusi, tanya jawab

F. Langkah-Langkah Kegiatan Pembelajaran

- Kegiatan awal
 - Guru memberi salam dan menyapa siswa.
 - Berdoa, dilanjutkan dengan tanya jawab tentang perasaan bersyukur atas nikmat yang telah Allah berikan hari ini.
 - Guru mengecek kehadiran siswa.
 - Guru memberikan gambaran tentang deskriptif text dengan memberikan apersepsi untuk mendorong rasa ingin tahu dan berfikir kritis, sehingga siswa diharapkan dapat menjawab pertanyaan yang diberikan oleh guru.
 - Guru menyampaikan tujuan yang ingin dicapai.
 - Guru menyampaikan materi yang akan dipelajari.
 - Guru menjelaskan garis-garis besar tentang deskriptif teks.
 - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa yakni teks berbentuk deskriptif.
- Kegiatan inti
 - Guru memberikan pre test berupa menulis deskriptif teks

- Kegiatan akhir
 - Guru menyimpulkan secara keseluruhan mengenai materi yang telah dipelajari serta meluruskan konsep dan pemahaman siswa mengenai Deskriptif teks.
 - Menutup kegiatan pembelajaran dengan mengucapkan salam.

G. Sumber Pembelajaran/Media/Alat

13. Media

- LKS dan Kartu pintar

14. Alat

- Spidol dan Papan tulis

15. Sumber belajar

- Buku Look Ahead 1 , English for Better Life penerbit Erlangga
- Buku Be Smart in ENGLISH, penerbit GLOBAL

H. Penilaian

Tehnik : Tertulis (individu)

Aspek : vocabulary and grammar

V. Indikator, Teknik, Bentuk, dan Contoh.

g. Vocabulary

Score	Classification	Criterion
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9-11	Poor	If the paragraph dominated by errors of vocabulary
5-8	Very poor	If the vocabulary of the paragraph are all incorrect

e. Language use or grammar

To evaluate the score of the language use or grammar, the researcher use the following scale:

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9-15	Poor	If the paragraph dominated by errors of grammar
5-8	Very poor	If the grammar of the paragraph are all incorrect

Makassar, Juni 2017

Guru

Mahasiswa

Minarti Rawan Dayat, S.Pd

Nur Afni Abadi

NIM : 10535545813

Teaching Material

Meeting 2

Definition

Descriptive text is a kind of text with a purpose to describe a particular person, place, or thing.



Rhetorical Structure

- **Identification:** identifies the phenomenon to be described. In this text identification is in the first paragraph.
- **Description:** describes parts, qualities, and characteristics. In this text description is in paragraph 2 and 3.

Outlining

- The history of Borobudur temple
- Characteristics
- Conclusion

Borobudur



Borobudur is the biggest Buddhist temple in the 9th century measuring 123x123 m² located in Magelang, Central Java. It was built by King Samaratungga, one of the King of ancient Mataram Kingdom, the descendant of Sailendra dynasty.



It consists of eight stone terraces. The first five terraces are square and the upper three are circular. This temple has 1460 relief panels, 504 Buddha effigies, and 73 stupas. One of them is a large stupa like a crown at the center of the top.



The relief panels tell the legendary story of Ramayana. Borobudur is also a place for Buddhist praying exactly on Buddhist feast day called Waisak.

Therefore, Borobudur is a famous Buddhist temple in Indonesia.

Rhetorical Structure

Borobudur is the biggest Buddhist temple

→ topic

→ topic

It was built by King Samaratungga, one of the King of ancient Mataram Kingdom, the descendant of Sailendra dynasty.

It consists of eight stone terraces. The first five terraces are square and the upper three are circular. This temple has 1460 relief panels, 504 Buddha effigies, and 73 stupas.

supporting sentence

Therefore, Borobudur
is a famous Buddhist
temple in Indonesia

→ **concluding
sentence**

Grammatical Patterns

- Use of adjective
e.g: a large stupa
 - Use of linking verb
e.g: Borobudur is the biggest Buddhist temple.
 - Use of simple present tense
e.g: The relief panels tell the legendary story of Ramayana.
 - Use of attributive has and have
e.g: This temple has 1460 relief panels.
-

Meeting 3

Describe about your picture that your choose in smart card?





Meeting 4



What is Descriptive text?

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is description of particular thing, animal, person, or others.



Describing person!

- His/her name is ...
- He/she...
- Is ...years old
- Is ...(nationality)
- Speaks ... (language)
- Is from...
- Lives in...
- Is single/married
- Has ... children/ ...Daughter(s) and ... son(s)
- Likes ...+ing
- Doesn't like ...+ing
- What does he/she look like?
- He/she ...
- Is tall/short
- Is fat/ skinny
- Has long/short hair
- Has black/brown/red/blond/gray hair
- Has brown/blue/green eyes.



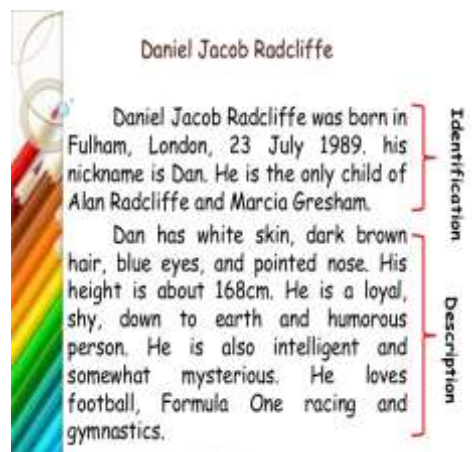
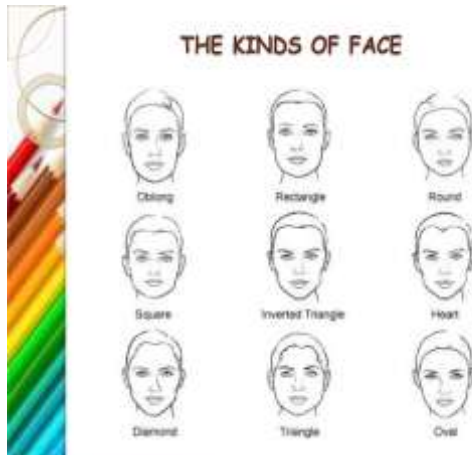
Grammatical feature

- Focus on Specific Participant
- Adjective
- The Use of simple present tense



The Generic Structure of Descriptive Text

- Identification
Introducing where or who is the subject is being describe.
- Description
Describes parts, qualities, and the characteristic of the person, place, or thing to be describe.



To describe a person's physical appearance, you can use the following words

Physical Appearance					
Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
short	Thin	Old	Short	Oval	Round
	Plump	Teenager	Bald	Square	Blue
	Fat	In 20s,	straight	Wrinkles	Brown
	Skinny	30s, 40s	Curly	Pale	Green
	muscular	Middle age	Wavy	Bearded	slanting
			Black	shaved	
			Red		
			brown		

Complete the column below based on the text

Names	Physical Appearance	Character
Daniel Radcliffe	•Hair: dark brown •Eyes: blue •Pointed nose •Height: 188cm	•Loyal •Shy •Humorous •Intelligent •Mysterious
Emma Watson	•Hair: wavy brown •Eyes: brown •Pointed nose •Height: 165 cm	•Generous •Friendly •Determined •Little bit stubborn
Rupert Grint	•Hair: Bright red •Eyes: blue •Pointed nose •Height: 180 cm	•Active •Humorous •Humble

Meeting 5

Describe about your picture that your choose in smart card?





Meeting 6

Namus secara khusus, descriptive text adalah, "...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."

(teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu)

Jika descriptive text ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, MENGGAMBARKAN atau mengungkapkan seseorang atau suatu benda, sebuah tempat atau juga sebuah binatang.

CHARACTERISTIC OF DESCRIPTIVE TEXT

- Descriptive text using the simple present tense.
(Teks descriptive menggunakan simple present tense)
- Descriptive text using various adjectives that are describing, numbering, classifying such as low strong legs, sharp white legs, etc.
(Teks descriptive menggunakan berbagai macam adjectives yang bersifat describing, numbering, classifying misalnya low strong legs, sharp white legs, etc)
- Descriptive text using verbs relating to provide information about the subject, for example, my man is really cool, it has very thick fur, etc.
(Teks descriptive menggunakan relating verbs untuk memberikan informasi tentang objek misalnya my man is really cool, it has very thick fur, etc.)

Noun
Noun is a content word that can be used to refer a person, place, thing, quality, or action.

Adjective
Adjective is used to describe the characteristic of the topic. For example size, color, and many etc.

Simple Present Tense
Simple present tense is used to express the idea that an action is repeated or usual.

Noun Phrase
Noun phrase is a combination of adjective and noun. It can be function as the subject or object.

Verb
Verb is a content word that refer action, occurrence, or state of existence.

Structures

My pet

Identification
I have a pet, it is a dog and I call it Brownie because the color is Brownish yellow.

Description
Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie dogs not bark a lot. It treats the other animals in my house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Meeting 7

Describe about your picture that your choose in smart card?



Pre test

Name :

Reg, Numb :

Class :

Direction:

Work with allocated 60 minutes

3. **Descriptive**

Make a descriptive text about your friend on your own words, be imaginative and be creative.

(Pay attention to your composition and must consist of: Topic Sentences, supporting sentences, and concluding sentences)

Post test

Name :

Reg, Numb :

Class :

Direction:

Work with allocated time 60 Minutes

4. **Descriptive**

Make a descriptive text on your own words. Be imaginative and be creative.
Choose one of the topics below:

- Person
- My Favorite Animal
- My favorite place

(Pay attention to your composition and must consisted of: Topic Sentences, supporting sentences, and concluding sentences)

APPENDIX D

D.1.The List Name of Students

D.2.The Students' Row Scores of Pre-test

D.3.The Students' Row Scores of Post-test

D.4.The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

D.5. Scoring Classification of the Students Pretest and Posttest

D.6. Table Frequency and Rate Percentage of the Student Pretest and Posttest

D.7. Calculation of the Mean Score of Pre-test, Post-test, and Gain (D)

D.8. The Percentage of the Students' Improvement Writing Ability

D.9. Calculating Test of Significance

D.10. Table distribution of T-Value

APPENDIX D.1

THE LIST NAME OF THE STUDENTS OF CLASS XI

SMASOMBA OPU

No	Sample	Code
1	JesicaSetiakristi	S-1
2	Saiful B	S-2
3	Muhammad Fahrul	S-3
4	Muh. Fadlihafid	S-4
5	DillahFadliah	S-5
6	A.AtirahFitri	S-6
7	Muh.NurIkhsanBasir	S-7
8	Muhammad R.P.Manu	S-8
9	NasdiNasrun	S-9
10	Riswan	S-10
11	Muh. Hidayatullah	S-11
12	FiraApriyanti	S-12
13	NurAeni	S-13
14	Muhammad AqilAsyraf	S-14
15	Putri Nanda Rezca	S-15
16	Muhammad Ibrahim	S-16
17	OktaviaReskiTanjung	S-17
18	A.Alfiansyah Ali	S-18

APPENDIX D.2

The Students' Row of Pre-test

Respondents	Pre-test	
	Vocabulary	Grammar
S-01	70	72
S-02	65	68
S-03	40	44
S-04	65	64
S-05	65	72
S-06	70	76
S-07	55	60
S-08	55	60
S-09	70	60
S-10	55	60
S-11	60	48

S-12	65	68
S-13	60	60
S-14	55	60
S-15	70	68
S-16	45	44
S-17	65	68
S-18	70	68
Total	$\sum X= 1100$	$\sum X= 1120$
Mean Score (X)	X= 61.11	X= 62.22

APENDIX D.3

The Students' Row of Post-test

Respondents	Post-test	
	Vocabulary	Grammar
S-01	80	84
S-02	80	84
S-03	65	64
S-04	75	76
S-05	85	84
S-06	85	84
S-07	75	76
S-08	70	76
S-09	75	80
S-10	70	76
S-11	60	64
S-12	70	76
S-13	80	80
S-14	70	76
S-15	80	84
S-16	75	80
S-17	80	84
S-18	80	84
Total	$\sum x=1355$	$\sum x= 1412$
Mean Score (X)		

	X= 75.27	X= 78.44
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APPENDIX D.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

1. Vocabulary

Respondents	Vocabulary			
	Pre Test	Post Test	D (X2 – X1)	D ²
S-01	70	80	10	100
S-02	65	80	15	225
S-03	40	65	25	625
S-04	65	75	10	100
S-05	65	85	20	400
S-06	70	85	15	225
S-07	55	75	20	400
S-08	55	70	15	225
S-09	70	75	5	25
S-10	55	70	15	225
S-11	60	60	0	0
S-12	65	70	5	25
S-13	60	80	20	400
S-14	55	70	15	225
S-15	70	80	10	100
S-16	45	75	30	900
S-17	65	80	15	225
S-18	70	80	10	100
Total	$\sum x = 1100$	$\sum x=1355$	$\sum d=255$	$\sum_d 2 = 4525$

2. Grammar

	Grammar
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Respondents	Pre Test	Post Test	D (X2 – X1)	D ²
S-01	72	84	12	144
S-02	68	84	16	256
S-03	44	64	20	400
S-04	64	76	12	144
S-05	72	84	12	144
S-06	76	84	8	64
S-07	60	76	16	256
S-08	60	76	16	256
S-09	60	80	20	400
S-10	60	76	16	256
S-11	48	64	16	256
S-12	68	76	8	64
S-13	60	80	20	400
S-14	60	76	16	256
S-15	68	84	16	256
S-16	44	80	36	1296
S-17	68	84	16	256
S-18	68	84	16	256
Total	$\sum x = 1120$	$\sum x=1412$	$\sum d=292$	$\sum_d 2 = 5360$

3. The Total Score of Students' Writing in Pre-Test(x₁), Post-Test(x₂), Gain(D), and Square of the Gain(D²)

Code	Writing Skill		D (x ₂ -x ₁)	D ²
	Pre-test total score x ₁	Post-test total score x ₂		
S-01	71	82	11	121
S-02	66.5	82	15.5	240.25
S-03	42	64.5	22.5	506.25
S-04	64.5	75.5	11	121
S-05	68.5	84.5	16	256
S-06	73	84.5	11.5	132.25
S-07	57.5	75.5	18	324
S-08	57.5	73	15.5	240.25
S-09	65	77.5	12.5	156.25
S-10	57.5	73	15.5	240.25
S-11	54	62	8	64

S-12	66.5	73	6.5	42.25
S-13	60	80	20	400
S-14	57.5	73	15.5	240.25
S-15	69	82	13	169
S-16	44.5	77.5	33	1089
S-17	66.5	82	15.5	240.25
S-18	69	82	13	169
N= 30	$\sum x_1= 1110$	$\sum x_2= 1385.5$	$\sum D=273.5$	$\sum D^2=4751.25$

D.5. Classification of students' Pre-test and Post-test

1. The Classification of Students' Vocabulary Score

Code	Vocabulary			
	Pre Test	Classification	Post Test	Classification
S-01	70	Fair	80	Good
S-02	65	Fair	80	Good
S-03	40	Very Poor	65	Fair
S-04	65	Fair	75	Good
S-05	65	Fair	85	Good
S-06	70	Fair	85	Good
S-07	55	Poor	75	Good
S-08	55	Poor	70	Fair
S-09	70	Good	75	Good
S-10	55	Poor	70	Fair
S-11	60	Fair	60	Fair
S-12	65	Fair	70	Fair
S-13	60	Fair	80	Good
S-14	55	Poor	70	Fair
S-15	70	Fair	80	Good
S-16	45	Poor	75	Good
S-17	65	Fair	80	Good
S-18	70	Fair	80	Good

2. The Classification of Students' Grammar Score

	Grammar

Code	Pre Test	Classification	Post Test	Classification
S-01	72	Good	84	Good
S-02	68	Fair	84	Good
S-03	44	Poor	64	Fair
S-04	64	Fair	76	Good
S-05	72	Good	84	Good
S-06	76	Good	84	Good
S-07	60	Fair	76	Good
S-08	60	Fair	76	Good
S-09	60	Fair	80	Good
S-10	60	Fair	76	Good
S-11	48	Poor	64	Fair
S-12	68	Fair	76	Good
S-13	60	Fair	80	Good
S-14	60	Fair	76	Good
S-15	68	Fair	84	Good
S-16	44	Poor	80	Good
S-17	68	Fair	84	Good
S-18	68	Fair	84	Good

3. The Classification of Students' Writing Score

Code	Writing Skill			
	Pre Test	Classification	Post Test	Classification
S-01	71	Good	82	Good
S-02	66.5	Fair	82	Good
S-03	42	Poor	64.5	Fair
S-04	64.5	Fair	75.5	Good
S-05	68.5	Fair	84.5	Good
S-06	73	Good	84.5	Good
S-07	57.5	Fair	75.5	Good
S-08	57.5	Fair	73	Good
S-09	65	Fair	77.5	Good
S-10	57.5	Fair	73	Good
S-11	54	Poor	62	Fair
S-12	66.5	Fair	73	Good
S-13	60	Fair	80	Good
S-14	57.5	Fair	73	Good
S-15	69	Fair	82	Good
S-16	44.5	Poor	77.5	Good

S-17	66.5	Fair	82	Good
S-18	69	Fair	82	Good

D.6. The Percentage of the Students' Improvement in Writing Skill

1. The percentage of the students' achievement in Vocabulary

No	Classification	Score	Vocabulary			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 – 100	-		-	
2	Good	71 – 85	1	5,5%	12	66.7%
3	Fair	56 – 70	11	61.1%	6	33.3%
4	Poor	41 – 55	5	27.8%		
5	Very Poor	0 – 40	1	5.6%		
Total			18	100%	18	100%

2. The percentage of the students' achievement in Grammar

No	Classification	Score	Grammar			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 – 100	-		-	
2	Good	71 – 85	3	16.7%	16	88.9%
3	Fair	56 – 70	12	66.6%	2	11.1%
4	Poor	41 – 55	3	16.7%		
5	Very Poor	0 – 40				
Total			18	100%	18	100%

3. The percentage of the students' achievement in Writing

No	Classification	Score	Writing			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 – 100	-		-	
2	Good	71 – 85	2	11.1%	16	88.9%
3	Fair	56 – 70	13	72.2%	2	11.1%
4	Poor	41 – 55	3	16.7%		
5	Very Poor	0 – 40				
Total			18	100%	18	100%

APPENDIXD.7.Mean Score of the Pre-test, Post-test, and Gain (D)

1. Data analysis of Vocabulary

a. Score of students' pre-test in Vocabulary

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1100}{18}$$

$$\bar{X}_1 = 61.11 \text{ (Fair)}$$

b. Mean score of students' post-test in Vocabulary

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1355}{18}$$

$$\bar{X}_2 = 75.27 \text{ (Good)}$$

2. Data analysis of Grammar

a. Mean score of students' pre-test in Grammar

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1120}{18}$$

$$\bar{X}_1 = 62.22 \text{ (Fair)}$$

b. Mean score of students' post-test in Grammar

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1412}{18}$$

$$\bar{X}_2 = 78.44 \text{ (Good)}$$

3. Data analysis of Pre test

a. Mean score of students' pre-test in writing

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1110}{18}$$

$$\bar{X}_1 = 61.66$$

b. Mean score of students' post-test in writing

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1383.5}{18}$$

$$\bar{X}_2 = 76.86$$

4. The Students' Mean Score of Gain (D) Vocabulary

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{225}{18}$$

$$Md = 14.16$$

5. The Students' Mean score of Gain (D) Grammar

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{292}{30}$$

$$Md = 16.22$$

6. The Students' Mean score of Gain (D) Writing Skill

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{273.5}{18}$$

$$Md = 15.19$$

APPENDIX D.8.

The Percentage of the Students' Improvement in Writing Skill

1. The Students' Improvement in Vocabulary

Pre Test Score is 61.11

Post Test Score is 75.27

The improvement of students' score in vocabulary from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{1355 - 110}{1100} \times 100\% \\ &= \frac{255}{1100} \times 100\% \\ &= \frac{25500}{1100} \\ &= 23.18\% \end{aligned}$$

The students' improvement from pre test to post test is 23.18%

2. The Students' Improvement in Grammar

Pre Test Score is 62.22

Post Test Score is 78.44

The improvement of students' score in grammar from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{1412 - 1120}{1120} \times 100\% \\ &= \frac{292}{1120} \times 100\% \\ &= \frac{29200}{1120} \\ &= 26.07\% \end{aligned}$$

The students' improvement from pre test to post test is 26.07%

3. The Students' Improvement in Writing

Pre Test Score is 61.66

Post Test Score is 76.86

The improvement of students' score in writing from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{1385.5 - 1110}{1110} \times 100\% \\ &= \frac{275.5}{1110} \times 100\% \\ &= \frac{27350}{1110} \\ &= 24.81\% \end{aligned}$$

The students' improvement from pre test to post test is 24.81%

APPENDIX D.9. Calculating Test Significance of Writing Skill

a. Test of Significance of Vocabulary

$$T = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

$$= \frac{14.16}{\sqrt{\frac{4525 - \frac{(255)^2}{18}}{18(18-1)}}$$

$$= \frac{14.16}{\sqrt{\frac{4525 - \frac{65025}{18}}{18(17)}}$$

$$= \frac{14.16}{\sqrt{\frac{4524 - 3612.5}{306}}}$$

$$= \frac{14.16}{\sqrt{\frac{912.5}{306}}}$$

$$= \frac{14.16}{\sqrt{2.98}}$$

$$= \frac{14.16}{1.72}$$

$$= 8.23$$

b. Test of Significance of Fluency

$$T = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

$$= \frac{16.22}{\sqrt{\frac{5360 - \frac{(292)^2}{18}}{18(18-1)}}$$

$$= \frac{16.22}{\sqrt{\frac{5360 - \frac{85.264}{18}}{18(17)}}$$

$$= \frac{16.22}{\sqrt{\frac{5360 - 4736.9}{306}}}$$

$$= \frac{16.22}{\sqrt{\frac{623.1}{306}}}$$

$$= \frac{16.22}{\sqrt{2.03}}$$

$$= \frac{16.22}{1.42}$$

$$= 11.42$$

c. Test of Significance of writing skill

$$T = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

$$= \frac{15.19}{\sqrt{\frac{4751.25 - \frac{(273.5)^2}{18}}{18(18-1)}}$$

$$= \frac{15.19}{\sqrt{\frac{4751.25 - \frac{74802.25}{18}}{18(17)}}$$

$$= \frac{15.19}{\sqrt{\frac{4751.25 - 4155.68}{306}}}$$

$$= \frac{15.19}{\sqrt{\frac{595.57}{306}}}$$

$$= \frac{15.19}{\sqrt{1.94}}$$

$$= \frac{15.19}{1.39}$$

$$= 10.92$$

D.10. Table Distribution of T-Value

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = $N - 1 = 18 - 1 = 17$, T- table= 2.10982

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913		2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

(Subana, et al, 2005: 206)

Appendix E

Dokumentasi

1. Pre-Test



2. Treatment





3. Post-test



CURRICULUM VITAE



Nur Afni Abadi was born on January 18rd, 1995 in Kolaka. She is the first child and only has one brother from marriage couple of Abdul Kadir Jaelani Abadi and Nur Min Mangawi, her beloved parents. She started her education as a student of elementary school at SDN Inpres Tobing in 2000 and graduated in 2006. In the same year she registered as a student in MTS Negeri Totikum and graduated in 2009. Then, she continued her education in SMA Negeri 1 Tinangkung and graduated in 2012. Next, the researcher decided to continue her study at English Department of Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis entitled **The Influence Of Learning Model Number Head Together Method (MNHT) On Students' Writing Skill Achievements** (*Pre-Experimental Design At The Eleventh Grade Of Sma Somba Opu*)