

## THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER TECHNIQUE IN TEACHING WRITING HORTATORY EXPOSITION TEXT

Rizqina Rachman<sup>1</sup>, Vega Hesmatantya, M.Pd<sup>2</sup>

University of Muhammadiyah Surabaya

Email [riera.khafil@yahoo.com](mailto:riera.khafil@yahoo.com)<sup>1</sup>; [vegahesmatantya@kip.um-surabaya.ac.id](mailto:vegahesmatantya@kip.um-surabaya.ac.id)<sup>2</sup>

### ABSTRACT

Writing skill is considered difficult for students because they get difficult to develop the idea, apply the grammar, do not have any vocabularies. The objective of this research are to describe the effectiveness of Numbered Heads Together technique, to know significant difference of using NHT compares to talking stick in teaching writing hortatory exposition text. This research was done on April, 13<sup>th</sup> 2016 to May, 17<sup>th</sup> 2016. This research used experimental design that the sample used XI-IPA3 as control class and XI-IPA4 as experimental class of SMA Wachid Hasyim1 Surabaya. Based on result of the research, NHT is effective to be used because the result of independent samples test showed that  $t_{count} > t_{table}$  ( $4,139 > 0,172$ ). It means that  $H_1$  is accepted, there is significant difference between student's ability in control and experimental class. Moreover, NHT got positive response from Students

**Keywords :** Experimental, NHT, Students' writing ability, Hortatory exposition

Mastering English is not a pleasure or prestige of knowing the language, but it is the key to the international communication and also for technology and commerce in era of globalization (Hutchinson, 2004: 195). Whereas, in Indonesia mastering english language is low because english language was introduced at elementary school. Besides, it is get an alteration so english language is taught at Junior High School. It makes the process of knowing english language is very late. Whereas, there are some skills that students master like speaking, listening, reading and writing.

The writer will discuss about one of the skills such as writing. We have known that writing is a part of language skill. Writing is a creation where someone can express idea or information in a written form. Writing is still hard and often frustrating for learners, when they are asked to perform it. It is caused by some reasons. Most of the students lacked vocabularies and also got difficulties in applying English grammar (Faisal & Suwandita, Krisna, 2013:2). So, when they do exercise, they need a long time to think and finish it. Beside that, the students also get lack of interest to write the minimum knowledge to different kinds of texts.

There are some problems faced by students in learning writing. First, teacher's explanation is unclear. Second, the technique used by the teacher discouraged students to learn writing. Hence, the teaching and learning process became monotonous (Faisal & Suwandita, Krisna, 2013:2).

Whereas, there are some purpose of writing such as writing makes us clever. with writing, we can write something that we want to write. Here, we require thinking to choose proper words to express our writing in order to create a well written. By writing, we can save our memories or stories that we have to be able to save in written. It is done in order to we can recall. With human memory aging decreases, one day we can remember it with opening our written. It is the purpose of writing. Still talking about writing, there are many material must be taught. Based on curriculum 2013, there are some texts that must be taught by

teacher in teaching writing in Senior High School like recount, narrative, descriptive, procedure, analytical exposition, spoof, explanation, discussion, hortatory exposition, etc.

It is necessary to introduce and teach students various kinds of texts like Hortatory exposition that is taught at second semester in second grade. The hortatory exposition text is one of material that is called difficult from students where they still get confused to make sentences in each of generic structures from hortatory exposition. Hortatory Exposition is a text that is aimed to persuade readers or listener about something by giving some arguments or opinions (Alfatia, Vivi & Al-Hafidzh, Muhd, 2013:129). It is also called that this text makes readers or listeners to do something or not. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc (Sari C, Yunita, 2013: 4). This text makes students to learn how to share their ideas, arguments, or opinions to readers or listeners in form of writing or speaking. In producing hortatory exposition text, the students should know its generic structure and language features.

The teacher should find ways to create the teaching and learning of writing become more interesting. The teacher should need a technique of learning writing to get student's interest. The appropriate technique will help students to produce a good writing. The teacher can choose one of techniques from cooperative learning.

Suprijono (2009) says that Cooperative learning is a learning model in small group where the teacher gives exercise and questions and prepares information to help students to solve the problem. In this model, the students is demanded to work together. There is different ability in a group. With the purpose is in order the smart student is not only study with what the material is taught by teacher. But, the smart student can help or teach her friends to comprehend about the material of hortatory exposition text. So, all of members in group understand about the material of hortatory exposition text. There are many techniques in cooperative learning such as Talking Stick and Numbered Heads Together.

Talking Stick is one of effective technique of cooperative learning strategy that uses stick as media in learning process. It also form small group where each of group has opportunity to study and comprehend about the material. After studying, the teacher can use the music in order the stick can walk, when the music is stop, whose student hold the stick must answer the question that gives by teacher. It can do monotonous. So, most of them get opportunity to get and answer the question.

The researcher would like to use Numbered Heads Together (NHT). According to (Arends, 2004 in Nurridin's journal says that NHT is designed to involve more students in reviewing materials covered in a lesson and in checking their understanding of a material. In this technique students need an interaction among the group members to get the answer. Students are divided into several groups and each group consists of five or six students where each of students can share their idea to their group about the text that they write. So, each student knows what the answer it. This technique do helps the teacher in process of teaching learning.

Based on the explanation above, the researcher is interested to use Number Heads Together Technique as her research. Entitled: THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER TECHNIQUE IN TEACHING WRITING HORTATORY EXPOSITION TEXT. The Research design used of this study is experimental design where it needs two classes from the eleventh grade students of SMA Wachid Hasyim 1 Surabaya. They are XI- IPA 3 as the control class (using Talking Stick technique) and XI- IPA 4 as the experimental class (using Numbered Heads Together Technique).

### **Hypothesis**

The null hypothesis ( $H_0$ )

There is no difference between student's writing ability in control and experimental group after giving Numbered Heads Together (NHT) Technique in writing hortatory exposition text.

The alternative hypothesis ( $H_1$ )

There is a difference score between student's writing ability in control and experimental group after using Numbered Heads Together (NHT) Technique in writing hortatory exposition text.

This study aims to:

1. Describe the effectiveness of Numbered Heads Together technique in teaching writing hortatory exposition text.
2. Know the significant difference of using NHT compares to talking stick in teaching writing hortatory exposition text.
3. Know students' response toward applying Numbered Heads Together Technique in teaching writing hortatory exposition text.

## RESEARCH METHOD

The researcher collected the data using quantitative method. Creswell (2003:153) Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims". This type research is broadly used to describe what can be counted or measured.

The design of research used of this study is experimental design with type of true experimental. The researcher used True experimental design with pretest-posttest Control Group Design as the form of the research design of this study. In this research, the researcher needed two classes where the two classes were as control class and experimental class. The researcher take the sample with using simple random sampling technique where it was taken by lottery. after getting two classes, the researcher divided both of classes like group A and B. Group A is experiment group whereas group B is a control group. The experiment group is a group that is given a treatment of Numbered Heads Together technique in order the researcher know is there any influence or not in giving the treatment while the control group is given treatment of Talking stick. Before both of class are given the treatments, both of groups are given pretest to know what there is differences capability both of them and how far their understanding about the material. As for the research design for this model based

**Table 1**  
**Pretest-Posttest Group Design**

Group	Pretest	Treatment	Posttest
Control	Y1	X1	Y2
Experiment	Y1	X2	Y2

**Note:**

Y1: Pretest before treatment (both of group)

Y2: Posttest after treatment (both of Group)

X1: Giving the treatment (talking stick) for control group

X2: Giving the treatment (NHT) for experimental group.

Research instruments that were used by researcher to get the data were try out test, pretest, students' task, posttest and questionnaire.

### Data Analysis Technique

In data analysis technique, the researcher did some steps :

### Validity

There is a thing that must be done by researcher to know whether or not the material is valid. The test will be called valid if the test is clear between content and material that are given. It is also taken based on the curriculum that used by school such as curriculum of 2013.

The conducting a testing of validity. Therefore, the researcher must consult about contents of the test with expert. **3.9.2 Homogeneity**

This test is done for the researcher know what both of classes (experiment and control classes) have the same capability. So, if it is same, the researcher can become them as control and experimental classes. To measure Homogeneity test, the researcher took the pretest score between both of classes.

$H_0$  is received if p value is higher than  $\alpha$  0,05. It means that the both of classes capability are homogeinous. The other way, if the p value is lower than  $\alpha$  0,05, it means that the both of classes capability are not homogeinous.

### Reliability test

Before the researcher gave the pretest and posttest to experiment and control class, the researcher gave a test to try out class. This test will be given to twenty one students. They are asked to make a hortatory exposition text about "The Use of Handphone in Our life". It is done to measure the reliability of the test.

The researcher used formulate reliability of Inter-rater where in this test used two raters to measure or assess the students' pretest. The result of pretest score two rater would be inputed in SPSS 17.0 to know level of reliability. There are five categories level of reliability. So, the researcher can examine the level of reability.

**Table 2**  
**Scale of Reliability**

Scale	Level of Reliability
0.00 – 0.20	Less reliable
0.21 – 0.40	Rather reliable
0.41 – 0.60	Quite reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Very reliable

### Normality test

Normality test is to know what the normality of data from both of class have normal or not. It is called normal, if the data do not diverge from ideal distribution where the result of analyzing have to more than 0,05. To analyze it, the researcher used SPSS 17.0 with using formula of One Sample Kolmogorove-Smirnov to measure of the test.

### T-Test Calculation

In T-test calculation is one of tool that can calculate the data easily. The researcher used independent sample test through SPSS 17.0. It is used to answer the questions and know whether the Numbered Heads Together effective in teaching writing hortatory exposition text and to know whether tere is significant

## DISCUSSION AND RESULTS

### RESULT

To know whether there is significant difference between posttest score of control class and experimental class or not. The researcher used SPSS 17.0 with using independent sample test. The result of independent samples test could be seen table below.

**Table 3**  
**Group Statistics**

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai Eksperimental Class	30	79.2333	5.66711	1.03467
Control Class	30	71.7333	8.14918	1.48783

**Table 4**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
							95% Confidence Interval of the Difference		
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai Equal variances assumed	4.278	.043	4.139	58	.000	7.5000	1.81223	3.872	11.127
Equal variances not assumed			4.139	51.73	.000	7.5000	1.81223	3.805	11.1369

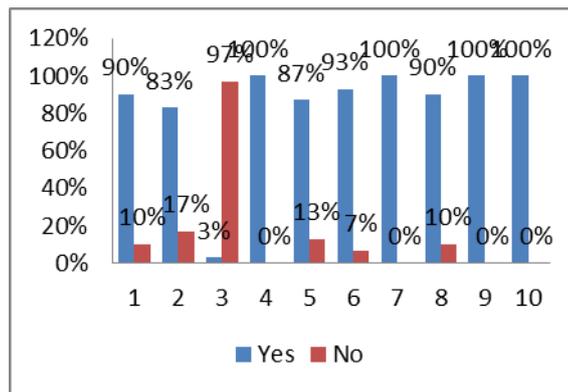
The table shows that  $t_{count}$  is 4,139. Then,  $df$  is 58. In this T-test is  $N-2$ , it means that  $60 - 2 = 58$  so the  $t_{table}$  is 0,172. Based on the hypothesis before,  $H_0$  is accepted if  $t_{count}$  is lower than  $t_{table}$  ( $t_{count} < t_{table}$ ),  $H_0$  is rejected if  $t_{count}$  is higher than  $t_{table}$  ( $t_{count} > t_{table}$ ). Based on the result of data is gotten that  $t_{count}$  is higher than  $t_{table}$  ( $4,139 > 0,172$ ). It shows that  $H_0$  is rejected, there is significant between posttest score of control class and experimental class. It

means that there is significant difference the result of teaching hortatory text using NHT (experimental class) and talking stick (control class).

Based on table Group statistic of Independent sample test shows that the mean of experimental class is 79.23 whereas the mean of control class is 71.73. it proves that the NHT technique is effective in teaching writing hortatory exposition text.

In result of questionare, the researcher knew students' response toward learning process that be done by the researcher. This questionare only was given to experimental class of XI IPA4 where the total of students are 30 students that applied NHT technique. There were ten questions that the students had to answer. In giving the questionare, it was given on Tuesday, May, 17<sup>th</sup> 2016 (after doing the postest). This following is the result of questionnaire.

**Chart 1**  
**The Result of Questionnaire**



Based on the diagram above, the researcher will give the explanation about the diagram. Yes or no is answer that chose by students. Whereas, number that is under shaft is number of question.

The questionare of number one is “ do you like the teaching style that used by the teacher (researcher) in conveying the material of hortatory exposition?. There were 27 students that answered “yes”. It means that 27 students liked the teacher’s teaching style conveyed the material of hortatory exposition.

The questionare of number two is “ can the NHT technique increase your learning quality in the material of hortatory exposition?. There were 25 students that answered “yes”. It proved that 25 students felt that using NHT technique can increase their comprehending in learning of hortatory exposition.

The questionare of number three is “ do you get difficulty of learning using NHT?”. There were 29 that answered “no” in this question, it means that, most of them did not get the difficulty in learning using NHT.

The questionare of number four is “ can NHT make you interaction easier with your friends?. From this question, there were 30 students that answered “yes”. It proves that all of them felt that the NHT can make them interaction easier with their friends.

The questionare of number five is “ can the teacher’s style convey the material using this learning model be able to make you easier to comprehend the material of hortatory exposition?”. Then, there were 26 students that answered “yes”. It means that 26 students considered the teacher’s style could convey the material using this learning model be able to make you easier to comprehend the material of hortatory exposition.

The questionnaire of number six is “do in using NHT, you feel more active in learning process?”. There were 28 students that answered “Yes”. It means that most of them felt more active in learning process when the teacher used NHT technique.

The questionnaire of number seven is “do the teacher help you in learning process when the NHT is done?”. There were 30 students that answered “yes”. It means that all of them considered that the teacher helped them in learning process when the NHT was done.

The questionnaire of number eight is “can the NHT arouse your creativity in learning?”. There were 27 that answered “yes”. It proves that 27 students considered that the NHT could arouse your creativity in learning.

The questionnaire of number nine is “do by using NHT make learning ambience more interesting?”. There were 30 students that answered “yes”. It means that all of them considered that by using NHT made learning ambience more interesting.

The questionnaire of number ten is “does the NHT make you more motivated in learning english?”. There were 30 students that answered “yes”. It means that 30 students considered that the NHT made you more motivated in learning english.

Based on the result of observation above, it proves that the Numbered Heads Together technique get a positive response from the Students. It makes students more active, more motivated in following learning process especially learning english and makes learning atmosphere to be more interesting.

## **DISCUSSION**

In this session, the researcher analyzed the data that had being collected and tried to describe meetings difference between both of classes and the result of the research.

In control class, the researcher organized four meetings. In the first meeting, the researcher gave the pretest where students didn't understand about the material of hortatory exposition. So, the researcher gave a general explanation for them. They were asked to make a hortatory exposition about the use of handphone in our life. The type of this test is writing skill where the researcher wanted to know how far their writing capability.

In the second meeting, the researcher gave the treatment for control class where the researcher gave twice treatment. In the first treatment, the researcher explained about hortatory exposition text (language features, generic structures, etc). In control class could focus on researcher's explanation. At the end of the learning process, the researcher gave the exercise for them to measure how far their comprehension

In the third meeting (second treatment), the researcher continued the material of hortatory exposition text both of class. After continuing the material, the researcher applied the technique that determine before. The technique was used in control class was talking stick. Talking is part of cooperative learning. It means that the students are divided into small group. Afterwards, the teacher used stick and music to apply this technique. The music played, the stick had to walk one hand tho other hand. When the music stoped, who holds the stick would get the question and she had to answer the question without opening the book.

In the fourth meeting, the researcher gave posttest for them. They were asked to make a hortatory exposition about the advantages of online shop. The researcher gave them 90 minutes.

The experimental class has four meetings to finish the research. In the first meeting, the researcher gave the pretest of hortatory exposition. Each student was asked to make a hortatory exposition text about the use of handphone in our life. They had 90 minutes to finish the pretest.

Second meeting, the researcher gave the first treatment. It was explanation of hortatory exposition text. For example, the definition, language features generic structures of hortatory exposition text. In this time, the researcher also gave the reflection about their pretest.

Third meeting, the researcher continued the explanation. Then, the researcher applied the Numbered Heads Together technique in experimental class where the students were divided to become several group. Each students of each groups might listen the teacher's question. Then, they was asked to discuss getting the answer. Whose number that the teacher called, they got the opportunity to answer the question. The questions were given by the researcher based text that was given by the researcher.

Fourth meeting, after bestowing pretest and treatment, they got the posttest from the researcher. It was to know whether they understand or not and whether the technique can improve their writing skill.

Based on the explanation above, both of classes applied the different technique in learning process like Numbered Heads Together technique to experimental class and Talking Stick to control class. Those techniques were to know students' comprehension where the researcher had prepared some questions of hortatory exposition based on text that had given to students. So, they have to understand about the material and the content of the text. The difference between control and experimental class is how to answer the question. In control class used talking stick technique where each of students was ready with the question. Each of them must search the answer. Whereas experimental class, they got the answer based on the result of discussion with their group. So, they can share their idea to produce the good answer.

Based on the calculation of one Sample Kolmogrov-Smirnov, the result of the research can be seen as the table below:

**Table 5**  
**The Result of Normality test**

No	Result	Experimental Class	Control Class
1	Mean of	Pretest	62.37
		Posttest	78.80
2	Standard Derivation	Pretest	8.497
		Posttest	8.149

Based on the table above, the mean of pretest between both of classes don't have significant difference. But, after applying the treatment that was given to both of classes, there is significant difference from both of them. In fact, these treatments could increase their writing skill. For instance the control class, the mean of pretest is 62.97 and the mean of posttest is 71.73. So, the mean of control class from 62.97 to 71.73. In the experimental class, the mean of pretest is 62.73 and the posttest is 78.80.

Based on the discussion before, the posttest result of experimental and control class were better than before. But, the experimental class was higher than control class. It means that the NHT technique is effective in teaching writing hortatory exposition text at eleventh grade of SMA Wachid Hasyim 1Surabaya.

To know whether there is significant difference between the result of teaching hortatory exposition text using NHT and talking stick, the researcher used independent samples Test. The result of t test shows that there is significant difference between the result of teaching hortatory exposition text using NHT and talking stick because the  $t_{count}$  is higher than  $t_{table}$  ( $4,139 > 0,172$ ).

Based on the result of questionnaire that given for experimental class. it proves that the Numbered Heads Together techniques get a positive response from students because most of the students answered "yes" from ten questions that were given by researcher. From ten questions, most of students answered that the Numbered Heads Together technique make them more active, more motivated in learning english, more easy to understand the material.

## CONCLUSION

In this research, the researcher will conclude the result of t-test calculation. In validity test, the researcher only used content of validity where the researcher make sure that the material of hortatory exposition was appropriate and based on the curriculum or not. To measure valid or not, the researcher consulted about contents of the test with expert. They were Armeria Wijaya as a writing lecturer and Shobahul Hoir S.Pd as a English teacher of SMA Wachid Hasyim 1 Surabaya.

Reliability test is to measure whether the test is reliable or not. The result of reliability test is 0.768. Based on the categories of reliability level, it means that the scale of alpha is reliable.

Homogeneity test was gotten from the result of pretest. The average score of pretest result from both of classes were 62,96 (control class) and 62,36 (experimental class). From the result of pretest proved that both of classes were homogeneous. It was proved using homogeneity test. The result of homogeneity test shows that the p value is 0,819. It means that the p value  $0,819 > \alpha 0,05$ . It means that the both of classes were homogeneous.

The result of normality test, The pretest of experimental class was  $0,900 > 0,05$  ( $\alpha: 5\%$ ) and pretest of control class was  $0,84 > 0,05$  ( $\alpha: 5\%$ ). Whereas, the normality test of posttest in control class was  $0,271 > 0,05$  ( $\alpha: 5\%$ ) and the posttest of experimental class of  $0,228 > 0,05$  ( $\alpha: 5\%$ ). It shows that the data was normal because the significant value is higher than 0,05.

In t-test calculation used Independent Samples Test. This test used posttest score between control class and experimental class to know whether there is significant different between both classes. The result of test shows that there is significant difference between the posttest score between control class and experimental class. Therefore,  $H_0$  is rejected because that  $t_{count}$  is higher than  $t_{table}$  ( $4,139 > 0,172$ ).

Based on the result of questionare, most of students give a positive response in implementation of Numbered Heads together technique. the students feel that this technique make them more active, more motivated in learning english.

## REFERENCES

- Alfatia, Vivi & Al-Hafidzh, Muhd.2013. *Teaching Writing a Hortatory Exposition Text to Senior High School Students by Using an Advertisement*(unpublished dissertation). FBS Universitas Negeri Indonesia.
- Brown, H. Douglas.2012.*Language Assessment Principles and Classroom*. Longman Addison Wesley Prentice Hall ELT
- Creswell, John W. 2012.*Educational Research*, Fourth Edition.
- \_\_\_\_\_. 2003. *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.).
- Faisal & Suwandita, Krisna. 2013. *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*. Journal of Education and Learning. Vol.7 (4) pp.240.
- Finnochiaro ,Marry, *English as a Second Language: from theory to Practice*. NY: Regents Publishing Company, Inc., 1974.
- Harmer, Jeremy. 2004. *How to Teach Writing*.London: Longmand
- I. K. Seken, Nuruddin &, L. P. Artini. 2013. *The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students' Reading Comprehension : A Comparative Study*. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha. Volume 1.pp 1-11
- Kagan, Dr.Spencer & Kagan, Miguel.2009.*Kagan cooperative learning*(online).retrieved from: <http://www.KaganOnline.com>.
- Mufarrihah.2011. *Penerapan Metode Kooperatif Numbered Head Together(NHT) Untuk Meningkatkan Minat dan Hasil Belajar Al-Qur'an Hadits Pada Materi Surat Al-*

- Lahab Siswa Kelas IV A MI SABULUL'ULUM Mayongor Mayong Jepara(Trans)*.Semarang: Institut Agama Islam Negeri Walisongo.
- Rao, D,Venkateswar & Charyulu, Dr. Mohana. 2015. *Enhancing Communication Skills Through Language & Literature*. March. Vol.3.Issue.1.pp 193.
- Sari C,Yunita. 2013. *Teaching Hortatory Exposition Writing*. Tanjung Pura.
- Suprijono, Agus.2013.*Cooperative Learning*.Yogyakarta:PUSTAKA PELAJAR.