IMPROVING STUDENTS' ACHIEVEMENT IN WRITING REPORT TEXT THROUGH NUMBERED HEADS TOGETHER

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ABSTRACT

This study attempted to improve students' achievement in writing report text through numbered heads together. This study was conducted by using classroom action research. The subject of the research was class VIII/B at SMP SWASTA UPMI Medan that consisted of 32 students. The research was conducted in two cycles and the first cycle consisted of four meetings and the second cycle consisted of two meetings. The instrument for collecting quantitative data was a writing test and the instrument for collecting quantitative data included diary notes, observation sheets, interview and questionnaire sheets. Based on the writing test score, students' score kept improving in every test. In test I, the mean was 66,4375, in test II the mean was 78,125 and in test III the mean was 87,5625. Based on the observation sheets and questionnaire sheets, it was found that the teaching learning process ran well. Students were active and interested in writing. The result of the research showed that Number Heads Together (NHT) significantly improved students' achievement in writing report text.

Key Words: Writing, Report, Number Heads Together.

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INTRODUCTION

Background of Study

Writing is one of the most powerful communication tools used today and for the rest of our life. Writing is a process of transforming thoughts and ideas into written form. Writing is not only a process of linking words into sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence into form of paragraphs in which every sentence is closely related one another. Oshima (1991:3) states that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a "product."

Since writing is the most difficult process in language, students have to study harder to be able to write effectively. There are some reasons which make writing difficult. Firstly, writing requires good grammar. A non-native spoken of English should be able to remember a large number of rules in structure which are quite different from their own language. Secondly, people are often known to spend less time to write than to listen, to speak and even to read. Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. It can be concluded that writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort. This study the writer deals with writing since the writer found in teaching practice (PPLT 2010) in Senior High School, the students found difficulties in writing report text. Most of students are unable to complete report writing successfully and the students' attitude in writing is likely to become more and more negative. They are not confidence to use their own language because they do not have good grammar and enough vocabulary.

Doing observation and interview at SMA NEGERI 3 TEBING TINGGI, it was found that learning writing is still in problem. It is proved by their achievements in writing. In class, the teacher only asks the student to translate the text and rewrite the translation. They are not asked to practice their writing ability. Taught by that way, the students cannot practice to write and think critically. Therefore, the students are expected to be able to write.

Based on the standard competence in the syllabus of the second year students of Senior High School called The Unit Level Curriculum of Education (Kurikulum Tingkat Satuan Pendidikan) students are expected to be able to write simple paragraphs of report, narration, exposition, and spoof. The curriculum highlights that students have to be able to write various types of the text genres, one of them is report text. Report is a text which presents information about something. It is as a result of systematic observation and analysis within writing report text, student have to write something decent report by researching and analyzing something.

By using Numbered Heads Together technique in teaching writing report text, the students are expected to be able to learn from these experiences and apply them to their lives in the real world. The student has to think in original ways to come up with the solution to these real problems. It helps with their creative thinking skills by showing that there are many ways to solve a problem. Within the Numbered Heads Together, cooperative learning student are working together to make sense of what is going on, and then represent what being learned.

From the explanation above, the research will be conducted to see how the application of Numbered Heads Together can improve students' achievement on writing, particularly writing report text.

Research Questions

In relation to the background of the study, the research problem is formulated as follows: "Are the students' achievement in writing report text significantly improved by applying Numbered Heads Together?"

Objective of the Study

The objective of the study is to find out whether the students' achievement in writing report text will improve using Numbered Heads Together.

Significance of the Study

The findings of this study are expected to be useful:

a. For the teacher, it is one of alternative technique to improve the quality of teaching writing, particularly teaching writing report text.

b. For the students, it helps them to write grammatically accurate and to improve their writing skill.

c. For those who are interested in this study, it will be the information how to improve students' report writing.

Conceptual Framework

Writing

Writing is the act of putting letters, symbols, or words on paper or a computer screen. Writing is used to express and explain ideas. Lamb and Jhonson (1999:173) state that writing is the expression of language in the form of letters, symbol or word. The symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences. Writing is communication. In other words, writing is how do someone more what are there in their mind by written. Conclin (1991:1) states that writing is a way of communication and course communicates all the time, mainly talking to other people.

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader. On the other hand, writing is not merely process of thinking of something to say and selecting the words needed to express it. It is kind of technique in arranging ideas or information into condensed form of writing. The ideas and thoughts are informed into paragraphs and have a meaning of the content. Hyland (2002:24) states that good writing is discovered combination of words, which allows a person the integrity to dominate his subject with a pattern both fresh and origin. In conclusion, writing is a process to put some thoughts into words in a meaningful form and it is used to express used to express and explain ideas.

In teaching writing is communicative activity between the teacher and students. In learning English writing is the same as learning other skills like reading, speaking and listening. The students should practice and do a lot of exercise, continually and seriously studying language for students.

Genres of Writing

The word *genre* comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive *type* of text. (Daniel Chandler, 2000). Texts are classified into genres on the basis of the communicator.

According to Gerot and Wignell (1994:190-219), there are thirteen types of genre; spoof, recounts, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, exposition, explanation, discussion, and reviews.

Every genre has a number of characteristics and it has the specific purpose which makes it different from other genre. In this study, it is only focused on report text.

Report Text

Gerot and Wignell (1994: 196-197) state that report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment. Report means a text which describes things in general. It's a little bit different from descriptive text which describe specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc in details.

A report presents information about a subject. It is a result of an observation and analysis. Within writing report text, students have to write something decent to report by researching and analyzing something.

Generic Structure of Report Text

The way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. See discussion text, explanation text, instruction text, narrative text, recount text, report text. *(http://www.encyclo.co.uk/define/Generic%20Structure).*

Gerot and Wignell (1994:194), generic structure of report text:

1. General Classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

Language Features of report Text

Gerot and Wignell (1994: 196-197), language features of report text: 1) Introducing group or general aspect, 2.Using of Relational Processes3.Using conditional logical connection; when, so, 3).Using of simple present tense (unless extinct), 4).No temporal sequence.

Example of report Text

Platypus

Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia.

Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light.

Platypus lives in streams, rivers, and lakes. Female platypus usually digs burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

Analyzing on the Text:

Generic Structure analysis:

a. General classification; stating general classification, the animal of platypus.
b. Description; describing in detail characterization of platypus' body and habitual life.

Language Feature Analysis:

a. Focusing in group; the animal of platypus

b. Conditional, logical connective: but, in the other hand

c. Simple present tense pattern: Platypus lives in streams; male platypus does not need any burrow, etc.

Measurement of Writing Skill in Report

To know students' ability in writing, there are some criteria that must be considered. Hughey et al (1983:139-140) states that the skill of writing includes five general components or main areas such as the following:

1. Content: The ability to think creatively and to develop thought including all of the relevant to assigned topics

2. Organization: The ability to write correct and appropriate manner for a Particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.

3. Vocabulary : The ability to write the word effectively and to appropriate register.

4. Language use: The ability to write correct and appropriate sentence.

5. Mechanical skill: The ability to use correctly those conventions peculiar to written language, e.g.; punctuation, spelling.

Cooperative Learning

Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Olsen and Kagan (1992:8) describes that cooperative learning is group learning activity which is organized, so that learning depends on structured exchanged of information between the learners in group and in which the learner in accountable for his or her learning and it is motivated to increase the learning of the other.

Students learn best when they are actively in the process. It means, the students learn more of what is taught by working cooperatively with others. Cooperative is not having students sit side by side at the same table to talk with each other and also not

assigning a report to a group of students where one student does all the work. Cooperative is much more than being physically near other student, discussing materials with other students, helping other students or sharing material among students.

In cooperative situations, there is positive independence among students' goal attainments: students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals (Johnson & Johnson, 1989). No one-group member will possess all of the information, skills, or resources necessary for the highest possible quality presentation. Cooperative learning refers to a set of instructional strategies, which include cooperative student-interaction over subject matter as an integral part of the process (Kagan: 1989:4).

Cooperative learning can be as simple as two students pairing up to discuss a piece of learning. It can also be complex and can include team development activities, cooperative classroom atmosphere through class building, activities, special training in social roles and social skills, specialized tasks for teams, and special scoring, recognition, and reward systems structured for individuals, teams, and classes.

Basic Elements of Cooperative Learning

The Success of Cooperative Learning is crucially depends on the nature and organization of group work. This requires a structured program. If the learning process is carefully designed, the learners will interact each other and they are motivated to increase each other and they are motivated to increase each other's learning. Johnson, & Holubec (1993) systematically structuring those basic elements into group learning situations help ensure cooperative efforts and enables the disciplined implementation of cooperative learning for long-term success.

a. Positive interdependence

Positive interdependence is the perception that you are linked with others in a way so that you cannot succeed unless they do, that is, their work gives the advantage for you and your work gives the advantage for them. It promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success. Student must believe that they sink or swim together. Within every cooperative lesson positive goal interdependence must be established through mutual learning goals (learnt

the assigned material and make sure that all members of your group learn the assigned material)

b. Individual Accountability

Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and each individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know that they cannot hitchhike on the works of others. The purpose of cooperative learning group is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently perform higher than individuals. To ensure that each member is strengthened, students are held individually accountable to do their share of the work. Common ways to structure individual accountability include (a) giving an individual test to each student, (b) randomly selecting one students' product to represent the entire group, or (c) having each student explain what they have learned to the classmate.

c. Face-To-Face Promotion Interaction

Students need to do real work together in which they promote each other's success by sharing resource and helping, supporting, encouraging, and applauding each other's effort to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning.

d. Social Skills

Contributing to the success of a cooperating effort requires interpersonal and small group skills. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do effectively. Persons must be thought the social skills for high quality cooperation and be motivated to use them. Leadership, decision-making, trust-building, communication and conflict-management skills have to be taught just as purposefully and precisely as academic skills.

e. Group Processing

Grouping processing exist when group members discuss how well they are achieving their goals and maintaining effective working relationship. Groups need to
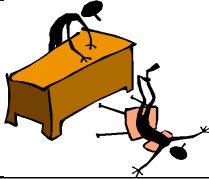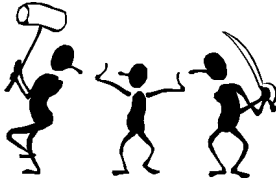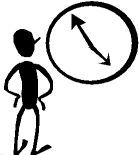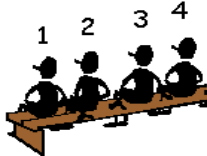
describe what member actions are helpful or unhelpful, and make the decisions about what behaviors to continue or change. The time and procedure for analyzing must be given to the students.

Types of Cooperative Learning

There are many methods of Cooperative Learning can be used in classroom activities. (http://edtech.kennesaw.edu/intech/cooperativelearning.htm)

Table 2.1 The Types of Cooperative Learning

No.	Methods	Implementation
1	Jigsaw	Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups re-form and students teach each other.
2	Think-Pair-Share	Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
3	Three-Step Interview	Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

4	Round Robin Brainstorming	Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
5	Three-minute review	Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
6	Numbered Heads Together	A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.
7	Team Pair Solo	Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By

		allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
8	Circle the Sage	First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
9	Partners	The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process

The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and fell more positive about the learning experience. Needless to say, this is not to say that students just can put into a

group and assign a project to complete. There are very specific methods to assure the success of group work, and it is significant that both teacher and students are aware of them.

Numbered Heads Together

Numbered Heads Together is one of the teaching techniques that derived from cooperative learning and was first proposed by Spencer Kagan in 1994. It requires students to interact and rely on others and themselves to accomplish a task. Numbered Heads Together is an excellent structure for combining learning partnership into groups or team of four. According to Kagan (1994) Numbered Heads Together is a learning method when each student is given a number they make a group of work and then the teacher will call the number of students randomly. (file:/local host/D:proposal/cooperative%20learning.htm).

Salvin (1995: 78) states Numbered Heads Together is a cooperative learning strategy that hold each student accountable for learning the material. The purpose of this method is the students are able to process the information, communication. They also can develop their thinking, review material and checking their prior knowledge. Numbered Heads Together can serve any activities in the classroom. It means that there are many other ways of ensuring the teacher cues the students into collaborative activity. The students work together, they quite literally 'put their heads together' in order to solve the problem and also ensure that everyone in the group can answer the question.

The teacher in this case asks an answer by calling the number and the students with the number take it turns to answer. If there are not enough students ready to respond the teacher may judge that a little more time. When the teacher thinks the answer is good so the answers can be taken. There are a number of choices: 1) select one student, 2) select one but ask other to elaborate, 3) ask different students to give a particular part the answer.

Steps of Numbered Heads Together

Numbered Heads Together is an easy way to do in the classroom. It can derive the students to be more active in the class. According to Lie (2002) there are some steps of *Numbered Heads Together,* they are:

1. Teacher divides the students into group of work of 4.

2. Teacher numbers the student from 1 to 4 in each group.

3. Teacher gives a problem.

4. In presenting the result of students work, the teacher calls the number of students   from 1 to 4 randomly.

5. For each team, the student whose number was called answers the question. They may not receive any help from their team at this point. If they didn't pay attention during the discussion, it's too bad.

6. When all teams have shown their own work, the teacher checks each teams answer for accuracy.

7. The teacher can give the other question or problems if times allows.

Advantages of Numbered Heads Together

Numbered Heads Together has the advantages as Trianto (2002:38) states that (1) It is consider to help the students are ready to give the solution to each question or problem which is given. (2) All of the students can do the discussion with intensively. (3) This method gives the possibility to students to know their progress based on their ability. (4) The students who can do the test can teach the other friend in getting the solution. (5) Students become more actively involved in the learning process. (6) The learning focused on learner-centered in which between student work in group and teacher participate each other to solve the problem. (7) The teacher feels more freedom in the instructional process.

Writing is the most difficult process in language; students have to study harder to be able to write effectively. There are some reasons which make writing difficult. Firstly, writing requires good grammar. Secondly, people are often known to spend less time to write than to listen, to speak and even to read. Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. In conclusion, writing is the most difficult skill that

learners may face. Writing report text is an important skill to be acquired by the students since it needs observation and analysis before starting to write.

Numbered Heads Together is one of cooperative learning that is designed to motivate students to be active in the classroom. Teacher as the facilitator and guide takes the students into the real meaning by giving the instruction first. Then the students work in their group to solve the problem which is given. Numbered Heads Together can improve students' achievement in writing report text and in mastering English because every member has to be ready to answer the question from teacher. Students are placed in group and each member is given a number from one up to the maximum number in each group and the teacher poses a question and students "put their heads together" to figure out the answer. Then, the teacher calls a number to respond as a speaker for the group. By having students work together in group, this technique ensures that each member knows the answer of the problems or the questions that asked by the teacher. No one knows which number will be called therefore all groups' members must be prepared.

As the theoretical framework explained above, the advantages of using Numbered Heads Together in improving students' skill on report text will be described as: the way to develop students' attitude to be active, the result of its knowledge is longer stayed in students' memory, the information they got are fix one to be mastered and they can explore their ideas, thinking and thought in a group in solving a problem that they have found.

Based on theoretical and conceptual framework, it can be predicated that students' skill on report writing improved by using Numbered Heads Together.

METHODOLOGY

Research Design

The research design of this study is action research. It is a method for solving the problems of teaching objectively and systematically. This is useful for improving and modifying the teaching-learning process. Wallace (1998:1) defines that action research as the systematic collection and analysis of data relating to the improvement of

some area of professional practice. The application of action research would bring advantages to both active roles in the class; the students and the teacher in their parts during the teaching and the learning process.

According to Corey in Singh (2006:263) action research is a process for studying problem by parts-owners scientifically to take decision for improving their current practice. Then Burns (2010:2) asserts that action research is a part of broad movement that has been going on in education generally for some time. Action research is a form of collective self-reflective undertaken by participants in social situations in order to improve the rationally and justice of their own social or educational practice, as well as their understanding of these practices and the situations in which these practices are carried out...(Kemmis and Mc Taggart(1988: in Cohent et al., 2000, p. 227).

Kemmis and Taggart (1988) in Burns (2009:7) define that action research typically involves four broad phase in a cycle of research, the firs cycle may become a continuing or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. In simple word we can say that second cycle is not necessary to be continued if the class means score at the first cycle is satisfying or their significance progresses in first cycle. These are four broad phases in a cycle of researches can be seen in the following figure;

Action research is different from other more conventional or additional types of research in that it is much focused on individual or small group professional practice and is not so concern with making general statement. Based on the explanation above, it can be concluded that action research has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which approaches to include in the team's curriculum, instruction, and assessment plans.

According to Stringer (2007:8) action research is a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems. Action research is not panacea for all ills and does not

resolve all problems but provides a mean for people to "get handled" on their situation and formulate effective solutions to problems they face in their public and professional life.

The basic action research routine provides a simple yet powerful frame work – look, think, and act.

Look   - Gather relevant information (Gather data), - Build a picture: describe the situation (Define and Describe)

Think - Explore and analyze: what is happening here? (Analyze), - Interpret and explain: how/why are things as they are?

(Theorize)
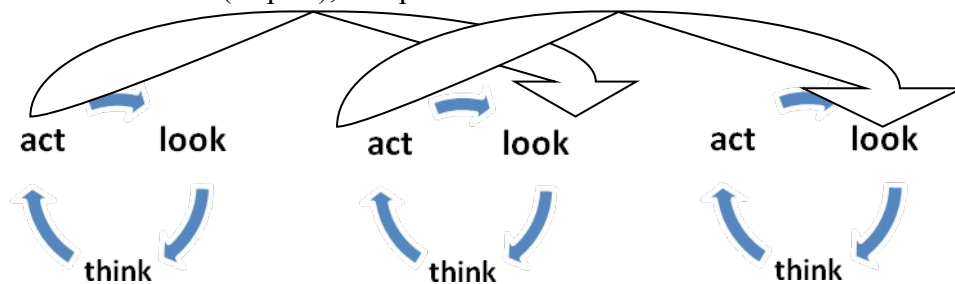
Act   - Plan (Report), - Implement- Evaluate

Figure 3.1 action research interacting spiral

(From Stringer, 2007)

The classroom action research was dynamic process. Evawani S. (2010:23) states that an action research process involve a cyclic sequence. There are four steps in cyclic sequence. Namely: Plan: In this step, the researcher finds the problem of students and plans to do what activity will be applied.

Action : The plan which has been designed is done in this phase. The   method of improvement is applied. The action will be   continuously done, until the researcher finds the improvement.

Observation   : this step is the effect of the actions that have been done. During the learning process, the collaborator observer what the students   do.

Reflection   : the evaluation of action applied. It can overcome the problems that appear in previous steps/cycle.

From the two figures above, the consistent did the action research with the figure on action research model from Maclssac because according to the researcher the

Figure 3.2 was easier to do it and more complete action to make the teaching learning become well.

Technique of Data Analysis

The study applied quantitative and qualitative data. The qualitative data was analyzed by using diary notes, questionnaire, interview and observation sheets which described the improvement of the students' achievement on writing report text. The quantitative data was collected and analyzed by computing the score of writing test.

The mean was gotten by using this formula:

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

In which:

$\tilde{X}$ = the mean of the students' score

$\sum\chi$ = the total score

N = the number of students

The score percentage of each cycle will be calculated by using this formula:

$$P = \frac{R}{T} X100\%$$

In which:

P = the percentage the students who get the score 75

R = the number of the students who get score 75 to up

T = the number of students who do the test.

Data and Data Analysis

This research analyzed data from two kinds of data. They were quantitative data and qualitative data which had been gathered within two cycles. Each cycle consisted of four and two meetings. So, totally there were six meetings in this research. The data were taken only from one class. The class was Class VIII/B which consisted of 32 Students.

RESULTS AND DISCUSSION

The writer organized all the quantitative and qualitative data from all meetings. In every two meetings, the writer conducted writing evaluation. From the first evaluation, it was found that students' achievement in writing report text was still low in the level imperative writing. They were confused how to write down the text and what are the parts of the report text. Next, the first cycle of class room action research was conducted and students were given treatment of NHT (Numbered Heads Together) technique at the first time. Although they still had problem, the result of second evaluation was better than first evaluation. After the writer did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support this research finding beside the quantitative data (writing evaluation score) the qualitative data were taken from observation sheet, questionnaire sheet and interview report. Observation result showed that the students gave their good attitudes and responses during the teaching and learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They became more active and interested in writing. The questionnaire and interview report showed that students agree that the application of NHT (Numbered Heads Together) method had helped them in writing descriptive paragraph. These all qualitative data supported the research findings which based on the quantitative data. Based on the result of quantitative and qualitative data, in found that the application of NHT (Numbered Heads Together) technique had successfully improved students' achievement in writing report text.

CONCLUSION AND SUGGESTIONS

Conclusion

Having analyzed the data that have been presented in the previous chapter, it was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students' achievement in writing report text by applying the application of Numbered Heads Together. It can be seen from the improvement of mean of students' score, namely: the mean of first evaluation (66,4375) increased to the mean of second evaluation (78,125) and the mean of third evaluation (87,5625). The score continuously improved from the first evaluation to the

third evaluation. Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of NHT (Numbered Heads Together) technique. Questionnaire and interview report showed that students agree that the application of NHT (Numbered Heads Together) technique had helped them in writing report text. It can be concluded that the application of significantly improved students' achievement in writing report text.

Suggestions

The result of this study showed that the application of NHT technique could improve students' achievement in writing report text. In relation to the conclusion above, some points are suggested, as follow:

1. The English teacher are suggested to use NHT (Numbered Heads Together) technique as teaching method to stimulate the students' learning writing spirit in teaching writing process.

2. For the readers who are interested for further study (university students) related to this research should explore the knowledge to enlarge the understanding about how to improve students' achievement in writing and search another reference.

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