Number Head Together (NHT) in Teaching Writing in EFL Classroom

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Abstract

This article focused on the effectiveness of Number Head Together in teaching writing in the EFL Classroom. The aim of the study was to improve EFL students' writing. This study was quantitative research and used an experimental design. The population was 30 students and the sample was 15 students. Purposive sampling was used in determining the sample of the study. The writing test was the instrument used to collect the data. The data were analyzed by using descriptive statistics and paired sample t-test to test the hypothesis. The students' instrument was an essay-informed descriptive text. Furthermore, the researchers used pre and post to compare scores before and after implied Number Head Together. The mean score of the pre-test was 49.06 at p = 1.364 and the post-test was 78.40 at p = 1.576 which was higher than 0.05 (as the standard significance level in SPSS). This value showed the differences before and after implementing Number Head Together. Hence, it can be concluded that Number Head Together was significantly effective in teaching writing in the tenth graders of Public Vocational High School (SMKN) 1 Janapria, Indonesia. However, The student's writing improves because in grouping the students able to help each other.

Keywords: Number Head Together (NHT), EFL Classroom, Teaching Writing

INTRODUCTION

The English language has an important function as a communication tool. It is needed to communicate with one another in doing social life. English is one of the languages that was learning and use in all countries around the world including Indonesia (Suhono, et al., 2020; Sari, et al., 2019). The education government considers making the English language the first foreign language to teach in all levels of education in Indonesia start from elementary school, junior and senior high school until university. In senior high school and vocational high school's curriculum, especially curriculum 2013 of Indonesia in English subject aims to develop student's English skill. So, by studying the English language everyone has the opportunity to compete in the globalization era since Indonesia is one of the developing countries.

While the core competency of the tenth graders' senior high school KI3; Understanding, implementing, analyzing, evaluating, knowledge (factual, conceptual, procedural, metacognitive) based on their curiosity about knowledge, technology, art, culture, and humanities by using the human concept, nationality, and civilization insight related to the phenomena and real event, also applying the procedural knowledge in a specific area of study according to their talents and interest to solve the problem. And the

basic competencies in point 3.7. It is to analyze social function, generic structure, language features in simple descriptive about the experience, event, in the context of their use. In point 4.8. It is to grasping meaning in a descriptive text by oral and written, and point 4.10. It is to arrange oral and written simple descriptive text about experiences, events, taking into a social function, generic structure, and language features correctly and appropriately with the context. Since writing is one of the abilities and skills that demand a great deal of cognitive ability to cope with, it is chosen to target the possible factors that hind or facilitate this critical skill.

Practically the problem found many students find difficulties in improving writing ability because of some factors. One of them is the teacher does not have any good strategy to teach English itself. That cause the students of SMKN 1 *(Public Vocational High School) Janapria, Indonesia,* especially at the Tenth graders still cannot write English well to express their smart idea. As the value of observation in the classroom students has a fewer score. Of course, it was difficult for students to express their ideas on a piece of paper. Writing ability was one of the capabilities to communicate that have functions to express ideas and messages to people and the environment in writing form (Suhono & Sari, 2020; . It means that writing was more difficult back to the explanation above. Based on the researcher investigation, the researcher offers the solution under the title:" Number Head Together to Teach Writing in the EFL Classroom".

Researchers have done in terms of writing ability and every researcher has their meaning of the writing. (Kartawijaya, 2018) says writing as communication to express a feeling, ideas, and the most important thing is thought. But writing is not only about putting ideas but, etc. also is about have good writing in good structure arrangement (Sari & Suhono, 2017). Particularly for the academic field, good writing is needed. Writing is for professional success and academic since Good writing is about critical and growing pedagogic demand (Ghalib & Al-Hattami, 2015). Another skill of writing is difficult also if the students do not have their ability since writing is the one the most difficult because students have to have the ability to give respond to specific theme or topic incorrect respond or answer. In another way, writing is a skill that relates to well structure concerning punctuation, grammar and arrangement resulted in the good organization of the writing. While the teacher is responsible for it. It is concluded that in the teaching-learning process students are a guide to write base on the rule of writing form by a teacher, to easier in expressing their feelings and ideas.

There are various ways to learn writing which one of which is to give good strategy in teaching writing which is Number Head Together as the main method to improve learning outcomes, especially in students' writing skills. Sari & Surya (2017) said that Numbered Head Together (NHT) is a model that allows students to work with their group. NHT has four steps, they are Numbering, asking the question, thinking together, and answering (Sutipnyo, 2018). Cooperative learning like NHT is a strategy in allowing students to work together in a group to guarantee each of the group members knows the right answer to the questions or problem given by the teacher (Adhini, 2017). It is a good way to encourage students in increasing their understanding and build a moral relationship with other members.

Nasrun (2016) stated that Numbered Head Together (NHT) is recognized by the students to get the most benefit from discussions. Its main strengths are in building mastery and in reviewing previously learn information. Moreover, Slavin (1995) said that Numbered Head Together (NHT) is a variant of group discussion; the twist is having student represent their writing. In reality, grouping also showed the active member-only in showing their answer but number Head together is turn-taking technique to product no students too active and too passive. According to Nasrun (2016) in this interaction, the students will form of community that allows them to love learning and appreciate one another. It means the whole students have the opportunity to participate during the

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teaching and learning process by having a tight collaboration among them give each of their contributions. It makes Number Head Together is expected to be an alternative for use in the classroom (Sari & Surya, 2017). Therefore, it encourages them to be active during the learning process. This technique helps students in any difficulties of writing such as asking unknown vocabulary to all members of the group.

METHODS

This is a Quantitative study and focused on the effectiveness of Number Head Together in teaching writing because it improves students writing. The population of this study was the whole classes of the tenth graders at (Public Vocational High School) *SMKN 1 Janapria, Indonesia* in the school year 2017-2018. The researcher took one class. It consists of 30 students as the population of this study but only 15 students selected as the samples, besides; purposive sampling used to selected the population. Purposive sampling means taking a sample based on a certain purpose or base on the characteristic of the sample, and the characteristic of the sample was students who get a low score in writing.

A research instrument is an essay form to evaluate students' ability to express their ideas appropriately and persuasively. The researcher used descriptive text as an assay to measure their writing ability. Writing an analytical scoring rubric by applying Cohen's criteria (1994) was used to classify the score. Five aspects as basic scoring: were content, Grammar, Organization, vocabulary, and mechanics. It can be seen in table 1.

Table 1. Writing Analytical Scoring Rubric of Cohen's Criteria

Aspect	Level	Criteria
Content	5	Excellent; very clear in changing ideas and the main ideas state accurately and clearly.
	4	Good; State the main ideas accurately and clearly, an opinion almost changes clearly.
	3	Average; Unclearly main ideas, changing opinion statement is weak.
	2	Poor; The main ideas not accurate and clear, changing opinion statement is weak.
	1	Very poor; Not accurate of main ideas, changing opinion statement is weak.
Grammar	5	Excellent; The complex structure is no errors and comprehensive control.
	4	Good; The structure is good control and nearly no errors.
	3	Average; the structure is equitable control and a bit of error.
	2	Poor; the structure is bad control and many errors.
	1	Very poor; the structure is no control and errors.
Organization	5	Excellent; coherent perfectly and organized well.
	4	Good; coherent generally and equitable organized well.
	3	Average; logic but insufficient sequencing, main ideas clear and near organized.
	2	Poor; less logical sequencing and disconnected ideas.
	1	Very poor; incoherent and no organized.
Vocabulary	5	Excellent; effectively good in choosing words, idioms use, and word form.
	4	Good; effective choosing words, idioms used, and word form.
	3	Average; instruct choice of words but some misapply of word forms, idioms, and vocabulary.
	2	Poor; misapply of word forms, idioms, vocabulary, and confusing words.
	1	Very poor; misapply of word forms, idioms, vocabulary, and less knowledge of words.

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Aspect	Level	Criteria
Mechanics	5	Excellent; understanding of punctuation and spelling.
	4	Good; hardly any errors in punctuation and spelling.
	3	Average; Enough number of punctuation and spelling
	2	Poor; frequent errors in punctuation and spelling.
	1	Very poor; no control over punctuation and spelling.

In analyzing data, the researcher used descriptive statistics, a test of normality, test homogeneity by using One-Away ANOVA, and hypothesis testing used Paired Sample Test. In this research, the researcher counted the standard deviation and mean score. Furthermore, to count standard deviation and mean score. The researcher used descriptive statistics in SPSS 16 for the windows program. Hypothesis testing aimed to know whether the alternative hypothesis (H_a) was accepted or not. The researcher used SPSS 16 for Windows. Furthermore, the researcher used One-Away ANOVA and Paired Samples Test to test the hypothesis which 0.05 (as the standard significance level in SPSS).

RESULT AND DISCUSSION

Descriptive Statistic result based on data collected, 20 became the lowest score and 64 as the highest score of the students in the pre-test. While 40 became the lowest score and 100 as the highest score of the post-test. It can be seen in Tables 2 and 3.

Table 2. Pre-test score of Writing Analytical aspects

Number	Content	Grammar	Organization	Vocabulary	Mechanic	TOT	TOT SCORE
1	4	3	3	3	3	16	64
2	3	3	3	2	3	14	56
3	3	2	3	3	3	14	56
4	3	3	3	3	3	15	60
5	3	2	2	3	3	13	52
6	3	2	3	3	2	13	52
7	1	1	1	1	1	5	20
8	2	1	1	1	1	6	24
9	2	2	1	1	2	8	32
10	3	2	3	3	2	13	52
11	3	3	3	3	3	15	60
12	2	2	2	2	2	10	40
13	3	2	2	3	3	13	52
14	3	3	3	3	3	15	60
15	3	3	2	3	3	14	56

Table 3. A post-Test score of Writing Analytical aspects

Number	Content	Grammar	Organization	Vocabulary	Mechanic	TOT	TOTAL SCORE
1	5	4	4	4	5	22	88
2	5	4	4	4	5	22	88
3	5	4	5	4	5	23	92
4	4	3	3	4	4	18	72
5	4	4	3	4	4	19	76

6	3	3	3	3	3	15	60
7	2	2	2	2	2	10	40
8	4	4	4	4	3	19	76
9	3	4	4	4	4	19	76
10	5	5	5	5	4	24	96
11	4	4	3	5	4	20	80
12	3	2	3	3	4	15	60
13	5	4	4	4	4	21	84
14	4	4	5	4	5	22	88
15	5	5	5	5	5	25	100

Base on data collected, the lowest score of the students in the pre-test was 20 and the highest score was 64 while the description as follow: 1 student 1,3% category very Poor, 2 students 2,0% category poor, 8 students 5,3% category average, 4 students 2,6% category good. In the post-test, the lowest score of the students was 40 while the highest score was 100. 1 student 1,3% category Poor, 2 students 2,0% category average, 5 students 3,3% category good, 7 students 4,6% category excellent.

After gained the score of writing, the researcher analyzes the mean score and standard deviation (p). An analysis showed the mean score of the pre-test was 49.0 and at p =13.6. While the mean score of the post-test was 78.4at p=15.7. There was a difference in students' writing ability after and before the researcher implemented NHT in teaching writing. To be clear, Table 4 shows a detailed description of descriptive statistic results.

Table 4.The Mean Score and Std, Deviation

	Pre-test	Post-test
N	15	15
Mean	49.06	78.40
Median	52.00	80.00
Std. Deviation	1.364	1.576
Variance	18.621	24.868
Minimum	20.00	40.00
Maximum	64.00	100.00

Hypothesis Testing is where the researcher continued to test the hypotheses and data used Paired sample T-test. See table 5. Based on the result of data analysis through the Paired Sample T-test, the result of this study showed there was a significant difference in the mean score between the pre-test and the post-test, t= -8.876 at p= .000.

Table 5. Paired Samples Test

	Paired Differences							Sig.(2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	

		Paired Differences							Sig.(2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	pretest – posttest	-2.9333 3E1	12.79881	3.30464	-36.42108	-22.24559	-8.876	14	.000

While, the researcher also checked the homogeneity and the data was homogeneous, Moreover, the data called homogenous if the level significant score was greater than *p* = 0.05. It shows in table 6.

Table 6. Test of Homogeneity of variances

Pre-test & Post-test			
Levene Statistic	df1	df2	Sig.
.120	1	28	.732

Based on the data of One-Way ANOVA, the value of *F*= 29.678, and at Levene statistic, the *p*-value was .732, it more than 0.05; and the data was homogeneous. It means the data from the same students in pre and post-test. However, the alternative hypothesis (Ha) was accepted because there is a difference between the mean score of pre-test and post-test, and the null hypothesis (Ho) was rejected. This shows in table 7.

Table 7. The result of One-Way ANOVA

Pre Test & Post Test					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6453.333	1	6453.333	29.678	.000
Within Groups	6088.533	28	217.448		
Total	12541.867	29			

This implied that NHT was significantly effective in teaching writing in the tenth grade of *SMKN 1 Janapria* in the school year 2017-2018. After conducting the researcher the present researcher found that Number Head Together was effective in teaching writing skills for the tenth grade of (Public Vocational High school) *SMKN 1*Janapria and it proves that it was the same as the theory the present researcher used. It was a believable method in improving students writing skills. The students' writing improves because in grouping the students able to help each other.

DISCUSSIONS

This conclusion is supported by (Slavin, 1996) theory which stated: "NHT is succeeded in improving student learning outcomes because it may allow students to learn from a friend". Sometimes, another group gives a present such an amazing hand clap even the students get a low score or high score. Grouping makes students easy to ask each other when the students do not know some vocabulary in writing English essays. The implementation of Number Heads Together (NHT) is applied to the learning

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objectives that can be achieved (Nasrun, 2016). In other ways, after applied NHT, The researcher found the students achieved the learning objectives.

NHT is one model of Cooperative Learning to affect students' interaction in the classroom (Trianto, 2013), where (Johnson and Johnson 1989) the students in a group will succeed or fail together dependent on group work and individual accountability. Individual accountability is everyone's effort counted and everyone's work makes a contribution to the group's success. Students should be participating equally in the group (Kagan 2009). Nobody too passive and too active. NHT is also promoted positive interaction such as (Maman & Rajab, 2016) interact socially. In other words, students believe one another, share an idea, assist one another, accept and provide feedback to the assignment given by the teacher (Johnson and Johnson 2009) and (Lie, 2010) believes NHT provides wider opportunities for students to share ideas and NHT as the most appropriate problem solving by encouraging students to improve the spirit and cooperating solving problem or task. When a member of the group is allowed to give feedback or comment, it can bring critical thinking skills. Becoming critical is to achieve the learning goal (Kyndt et al., 2013) or to finish the task. Instead of the students working alone to finish the assignment better for the teacher use NHT because in (Baker, 2013) group discussion scouring students to solve the problem together. Through group work, students learn to be responsible for their part, to deal with differences amongst themselves, to come up with creative and innovative alternatives in solving problems and to make an informed judgment and calculated decisions through consensus, and to producing students with 21st-century skills where the students have characteristics of resilient, thinker, communicator, team player, inquisitive, principled, informed, caring, and patriotic (Kementerian Pendidikan Malaysia 2018).

NHT as one of (Johnson & Johnson, 2009; Schroeder et al., 2007; Kyndt et al., 2013) cooperative learning is widely used in all levels of education. NHT is used also in various subjects. For instance (Allwood et al., 2014) did research to use NHT at the elementary level to improve students' achievement in chemistry subjects, and (Sutipnyo, 2018) also researched the use of NHT to improve students motivation. However, Both research found that the Cognitive skill of students improved because (Sutipnyo, 2018) NHT Allowed students to achieve learning outcomes and student activeness in the classroom and make teaching and learning activities more fun. NHT also in late 1960 used as a method for social intergradations where the majority and minority in the same class (Olsen and Kagan 1992 in Oxford, 1997; Johnson and Johnson 1989). Cooperation in the group promotes higher achievement and productivity.

This research contributes to adding new findings of the use of Number Head Together as one model of cooperative learning that can use in English subjects not only in science and math. Sharing the students into groups to work together helps the student become more serious and active in their class work. It is a valuable strategy in helping students attains high academic standards. But, allowing them to work alone may not help some of them attain high academic standards (K12 Academics 2014). Cooperative can help students in peer tutoring which will lead to higher achievements. Weaker students working individually are likely to give up when getting stuck.

CONCLUSION

Based on the analysis of data obtained, the present researcher concluded that Number Head Together (NHT) was significantly effective in teaching writing the tenth graders of Public Vocational High School (SMKN) 1 Janapria. Having analyzed the value of level significance was the difference in the mean score between pre-test (49.06) and post-test (78.40). At last, the further researcher expected them to be more active in conducting further researcher to find out more techniques in developing students' English writing. Teaching and learning in the 21st century is the students' center where the teacher is a

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facilitator. A student-centered is a learning task or activities to obtained discovery learning. NHT model as one Cooperative Learning is Group work is recommended for activities or tasks to familiarize students with the idea of working in a team as Johnson added that the cooperative group must consist of the high, the medium, and the low ability students, homogeneous and heterogeneous, students from different ethnic groups, and handicap and non-handicap students. These promote a strong interpersonal interaction, equal academic achievement, high-quality cognitive strategy, sharing, discussing, debating, and processing information effectively, and peer encouragement.

Concerning specific conclusion for research, it is suggested to give opportunity and well facilitate the English teachers to find out methods and strategies in increasing students' writing. For English teachers, they should give more attention and treatment to the lowest students in writing where they can use NHT to grouped the lowest, the medium, and the high ability to achieve the same goal with good result. Furthermore, the English teacher can use NHT and give more exercise in writing in the teaching and learning process to develop the students' writing ability. For Students, The students are expecting to realize studying English is needed, need patience and confidence, and use the time effectively to increase their writing. However, students should practice writing paragraphs well with choose any topic that is interesting to explorer, and never give up if there is a problem the students can share with other members of the group and if the group cannot answer, the students may asking for the teacher assistant. At last, the further researcher expected them to be more active in conducting further researcher to find out more techniques in developing students' English writing.

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AUTHORS CONTRIBUTION STATEMENT

This study was conducted by one author but the article wrote and guided by the researcher supervisor, education faculty of the National University of Malaysia. It does not contain material previously published or written by any other person, except where due to the reference is made in the text of the article.

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