

## **Learning of Genre Text Descriptive Writing Through Implementing the Number Head Together Strategy Towards Students' at Junior High School 2 Tondano**

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### **ABSTRACT**

This study aims, 1) to describe the application of the Number Head Together (NHT) strategy in learning to write the descriptive text genre to seventh grade students of Junior High School 2 Tondano (SMP), Minahasa Regency, North Sulawesi Province. 2) to describe the application of the Number Head Together Strategy in order to maximize the ability of grade VII students of Junior high school 2 Tondano in writing descriptive text genre. The method used in this research is descriptive method. The subjects of this study were 30 students of class VII of Junior high school 2 Tondano. This research was conducted at Junior high school 2 Tondano. The techniques used in collecting this data are tests and observations. The indicator used in this study is the completeness of learning both individually and in groups, namely at least 75%. The results showed that (1) the application of the Number Head Together Strategy could maximize the ability of the seventh grade students of Junior high school 2 Tondano in writing descriptive texts because the class average score achieved was 83.3%, (2) The maximum score of the students in writing descriptive texts was related to Students' attention and activities are classified as 'good' (above 50%) and (10%) are classified as 'lacking'. The steps for the Number Head Together Strategy in learning to write descriptive text are: (1) Introduction (2) Core Activities (3) Closing: a) Giving descriptive text writing tests to students, b) Informing students of the results that have been achieved, c) Providing follow-up exercises in the form of writing descriptive text to students that are not optimal.

**Keywords:** Learning, Genre, Number Head Together

### **INTRODUCTION**

Writing is an activity to express ideas / feelings to others using written language. In writing activities, what needs to be paid attention is that the message conveyed must be understood by the reader so that the writing made is communicative. Writers who involve other people as readers mean that writing activities are accustomed to achieving social functions. Halliday (1973: 25) argues that for social functions, it carries 3 functions, namely: (1) the function of ideas, (2) interpersonal functions, and (3) textual functions. The function of ideas is that speakers use language to formulate facts and feelings, while the interpersonal function concerns the reciprocal involvement of speakers and interlocutors, and the textual function is related to their realization in the form of language.

Talking about textual functions, it cannot be separated from the text genre or type of text with differences in the social purpose of the text and the way it is used to organize the structure of the information (the structure of thinking). The ability to write description text genre must be preceded by an understanding of the text genre such as narrative text, description text, exposition text, argumentation text, news text, report text, anecdotal text, and so on. Students must be equipped with knowledge about the genre of text both from its social goals, thinking structures, and language structures. This is in accordance with the content of the 2013 curriculum in Indonesian subjects.

The learning to write descriptive texts was carried out using the Number Head Together learning strategy. According to Trianto (2007: 61) Number Head Together or numbering thinking together is a type of cooperative learning designed to influence interaction patterns as an alternative to traditional class structures. The Number Head Together strategy has a four-phase structure, namely numbering, asking questions, thinking together, and answering.

This research problem can be formulated as follows:

1. How is the application of the NHT strategy in learning to write descriptive text genre for seventh grade students of Junior high school 2 Tondano?
2. Can the application of the NHT strategy maximize the ability of the seventh-grade students of Junior high school 2 Tondano in writing the descriptive text genre?

This research aims:

1. To describe the implementation of the NHT strategy in learning to write the descriptive text genre for the seventh-grade students of Junior high school 2 Tondano
2. To describe the implementation of the NHT strategy, it can maximize the ability of seventh grade students of Junior high school 2 Tondano in writing descriptive text genre.

Research Benefits:

1. Theoretically, the results of research can be used by Indonesian language teachers in solving learning problems in class, especially learning about writing descriptive text genre.
2. Practically, the results of this study are expected to be used to improve student learning outcomes and improve a conducive classroom atmosphere.

## **A. Writing**

According to Suriamiharja (1997: 2), writing is an activity to generate thoughts and feelings by writing. It can also be interpreted that writing is communication that expresses thoughts, feelings, and desires to others in writing. So, the purpose of writing is so that the writing that is made can be read and understood by others who have the same understanding of the language used. Thus, writing skills are one way of communicating, because in this sense there is an impression of sending and receiving messages.

## **B. Text**

### **1. Definition of Text**

Text is a series of sentences that have ties to one another. This term is often confused with discourse. According to Moeliono, et al., In Djajasudarma (2006: 3) discourse is a

series of related sentences so that a harmonious meaning is formed between the sentences; or discourse is a series of sentences connecting one proposition with another, forming a unity. It is clear that understanding of discourse and text emphasizes the linkages of sentences.

Talking about text cannot be separated from talking about genres because both have a hierarchical relationship with the text itself. According to Mahsun (2014: 3) genre refers to cultural values or norms that are realized in a social process. Genre can also be defined as a type of text that serves as a reference that can be made more effective, both in terms of the accuracy of its purpose and the accuracy of the selection / arrangement of text elements and the accuracy of using the grammar elements.

## **2. Descriptive Text**

One of the main characteristics of descriptive texts is the strong sense of the writers' results that are highlighted in the text. This text tries to greet the reader / listener as if they saw, heard, felt, smelled, touched or touched what the writer / reader described. Descriptive text emphasizes two things, namely something that is conveyed by the author in order to obtain an emotional response, and something that is conveyed by the author to obtain a rational response.

### **C. Learning of Number Head Together (NHT)**

Number Head Together (NHT) is a type of cooperative learning designed to influence student interaction patterns and as an alternative to traditional class structures.

In asking questions to the whole class, the teacher uses a four-phase structure as the Number Head Together syntax:

- a. Phase 1: Numbering  
In this phase the teacher divides students into groups of 3-5 people and each member of the group is given a number between 1 and 5.
- b. Phase 2: Asking questions  
The teacher asks a question to students. Questions may vary. Questions can be very specific and in the form of an interrogative sentence. For example, " How many adult teeth are there? " Or in the form of a direction, for example, make sure everyone knows the five provincial capitals located on the island of Sumatra.
- c. Phase 3: Think together  
Students pool their opinions on the answer to the question and make sure each member of the team knows the team's answer.
- d. Phase 4: Answering  
The teacher calls a specific number, then the student whose number matches, raises his hand and answers the questions for the whole class.

## **RESEARCH METHOD**

The method used in this research is descriptive method. Descriptive method is a method that describes or describes the data as it is as observed by the researcher. According to Alelo (2009: 9) descriptive method is a method that focuses on actual problems, data is first collected, compiled, explained, then analyzed. Descriptive research is generally carried out with the main objective of describing systematically the facts and characteristics of the object or subject being studied appropriately.

The subjects of this study were 30 students of Junior high school 2 Tondano in total. This research was conducted at Junior high school 2 Tondano. The techniques used to collect data were tests and observations.

To analyze test result data, the formula used is:

$$X = \sum x \times 100\%$$

After the individual scores are obtained, the researcher then looks for the class average score. The formula used is:

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

$\bar{x}$  = Class average value

$\sum x$  = Total value X  $n$  = Number of students

## RESULTS AND DISCUSSION

The results of the descriptive text writing test can be defined as follows:

**Table: Descriptive Text Writing Test Results**

Subject	Aspect assessed				Notes.
	A	B	C	X	
1	35	27	27	89	
2	35	27	30	92	
3	20	25	25	70	
4	30	27	27	84	
5	35	27	27	89	
6	20	25	25	70	
7	30	27	27	84	
8	30	27	27	84	
9	30	27	27	84	
10	30	27	27	84	
11	30	30	27	87	
12	30	30	27	87	
13	30	30	27	87	
14	35	30	27	92	
15	35	30	27	92	
16	30	30	27	87	
17	20	25	25	70	
18	30	30	27	87	
19	35	27	27	89	
20	30	27	27	84	
21	20	25	27	72	
22	30	27	27	84	
23	30	27	30	87	
24	35	27	27	84	
25	30	27	30	87	
26	35	27	30	92	
27	35	30	30	95	
28	35	27	30	92	
29	30	30	30	90	

30	30	30	30	90	
Total				2560	

Based on the results of data processing above, it was concluded that students were able to write descriptive texts because the results were achieved in the classification of 'good' values. Obviously, the implementation of the NHT learning strategy could maximize students' ability in writing descriptive texts.

Starting from the observations and test results above, it can be concluded that the implementation of the NHT strategy can maximize the ability to write descriptive texts. The maximum results achieved are related to the attention and activities provided by students, because the results of observations show that more than 50% of students give attention and activities that are classified as 'good', 10% of students give attention and activities that are classified as 'lacking', and by 20 % is classified as 'good enough'. The learning to write descriptive texts is guided by the Curriculum 2013. The use of innovative and constructive learning strategies has an obvious impact on good learning outcomes and is guided by the Curriculum 2013.

## CONCLUSIONS

1. The application of the Number Head Together learning strategy can maximize the ability of the seventh-grade students of 2013 in writing descriptive texts because the average score is 83.3%.
2. The maximum number of students in writing descriptive texts is related to the attention and activities of students that are classified as "good" (above 50% and 10% are classified as "less".
3. The steps for Number Head Together learning in learning to write descriptive text are: (1) Introduction: a) The teacher greets, greets students, and checks student attendance, b) The teacher gives apperception. c) Informing the learning objectives to be achieved (according to the RPP), d) Informing the learning steps to be carried out by the teacher. (2) Core Activities: a) Distributing teaching materials to students accompanied by observation sheets, student worksheets, b) Asking students to observe the characteristics of the description text both in terms of content and structure of the text and language. c) Forming groups, each student is given a number. d) Conducting student guidance (answering student questions. e) Calling one group to communicate the results of the group's discussion to another group. f) Summing up the material that has been discussed by students and explaining the unfinished material; (3) Closing: a) Giving a descriptive text writing test to students, b) Informing the results that have been achieved by students, c) Providing follow-up in the form of writing exercises in the description text.

The learning steps of the Curriculum 2013 do not prevent teachers from using innovative and constructive learning strategies because these steps are included in the learning strategy. Therefore, teachers must be wiser and more creative in utilizing learning strategies that contain learning activities according to the Curriculum 2013.

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