

**IMPROVING STUDENTS' WRITING NARRATIVE TEXT BY
APPLYING NUMBERED HEADS TOGETHER METHOD THROUGH
PHOTOGRAPHS AT SEVENTH GRADE STUDENTS OF SMP NEGERI 1
SATU ATAP TAMPAHAN IN ACADEMIC YEAR 2021/2022**

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Abstract

Pakpahan, Eka, 180502008. "Improving Student's Writing Narrative Text By Applying Numbered Heads Together Method Through Photographs at Seventh Grade of SMP Negeri Satu 1 Atap Tampahan In Academic Year 2021/2022.

This study aims to improve student's writing narrative text by applying numbered heads together method through photographs. This study was conducted by using classroom action research at the seventh grade of SMP NEGERI SATU 1 ATAP TAMPAHAN. The population of this study was the seventh grade of SMP NEGERI SATU 1 ATAP TAMPAHAN, the total number of population was there classes with the total number of students are 67 students. The number of students in each class VII A 22 students, VII B 23 students, and VII C 22 students. The sample of this study was class VII C 22 students by using purposive sampling based on Sugiono (2017). The researcher was applied in two cycles with 3 meetings. The data was collected by using the quantitative data and qualitative data. The qualitative data analyzed from observation sheet and interview sheet. The result showed that the improvement of the student's score from pretest to post test of cycle I and cycle II. The students' mean from pretest was 54,04 for the first cycle was 67,68 and the second cycle was 82,22. The pretest result 4.54% of the students got point 75 to up, the competence test cycle I was 27.27% and the improvement of the students showed in the last competence of the cycle II was 90.90%.

Keywords: Writing Narrative Text, Numbered Heads Together, Photographs

Introduction

Background of the Study Language is a means of communication among individuals. It is a system of sound which is structured and is used to communicate people's feelings, intention, purpose, etc to others. It is a special characteristic of human or it can also be regarded as one of human criteria, because only human beings speak

language. Nevertheless, the ability to speak a language should be developed in a social group. English is an international language, is used in many countries as a means of communication. It plays an important role in the world of politics, business, trade, and diplomatic circle. Furthermore, a great deal of works of science, commerce, economy, and technology are written in English.

Considering those reasons, Indonesia decides to include English in the school curriculum. Curriculum is a set of plans and arrangement objectives, based competency, standard subject matter, result of the study, and the way of being used as an orientation learning activities to reach the basic competence and the goals of educationl (Mulyasa,2006:46)

Therefore, Indonesian government uses curriculum known as Curriculum 2013 (K-13) in this curriculum , English has to be taught from elementary school up to the third grade of senior high school, and even in some semesters of collage. For junior school, there are four standards of competency which has been formulated by Department of National Educational. Standard competency of English is a set of competency which students must master as a result of learning English . Students are able to understand the meaning of short fuctional text, simply conversation and simply monologue text in the form of narrative (narrative, procedural, and news item) and descriptive (report, descriptive, explanation) in daily context.

The Problem of the Study

Based on the description of the background of the study above, the problems of the study is formulated as following: —Does the application of Numbered Heads Together Method Through photographs improve students' ability in writing narrative text at seventh grade students of SMP NEGERI 1 SATU ATAP TAMPAHAN IN ACADEMIC YEAR 2021/2022.?“

The Objective of the Study

The Objective of the study is to find out whether the application of Numbered Heads Together Method

Through Photographs can significantly improve the seventh grade students' ability of SMP NEGERI 1 SATU ATAP TAMPAHAN in writing narrative text.

The Scope of the Study

There are many kinds of writing introduced to grade seven students of SMP NEGERI 1 SATU ATAP TAMPAHAN, so this study focuses on narrative text. The study focuses on students' ability in writing narrative text by applying Numbered Heads Together Method Through Photographs.

The Significance of the Study

1. For teacher this study can helps teachers
2. to solve the problem related to narrative text
3. For students this study gives an experience for students about effective method for writing narrative text
4. For other reseacher this study can be used as information for those who are interested in conducting in dept hresearch this study.

REVIEW RELATID LITERATUR

Theoretical Framework

In conducting a research, theories are needed to explain some concepts in the research concern. This is considered important ideas of conveyed. The concepts which are used must be clarified in order to have the same perspective of implementation in the field. In other word, the following is considered important to discuss for clarifying the concept used of being discussed, so that the reader will get the point clearly.

General Concepts of Writing

Writing is a social act that can only occur within a specific situation. It

is therefore influenced both by the personal attitudes and social experiences that the writer brings the writing and the impacts of the particular political and institutional context which it interviews, analyses of surrounding practices and and other techniques researchers seek to develop more complete accounts to local writing context. Writing is a process that influenced by constrains of genres inlearning activities.

Utami Dewi (2010:2) State: writing is the expression of language in the form of letter, symbols, or words. The primary purpose of writing is communications. People have used many tools for writing including paint, pencils, pens, typewriter, and computer. The writing can be formed on the wall of cave, a piece of paper of a computer screen. The writing process includes

Basics of Writing

In what follows they share some basics of writing with their reader. she suggest four basics of writing for the classroom:

- a. Writing is a language act:
In Classroom teachers should give time for talking and listening before, during and after writing.
- b. Writing is worth learning:
In classroom this means, teachers give the opportunity to write every day in a supportive and risk-free environment.
- c. Writers need to understand the roles of audience and purpose:
Teacher should read aloud to students (at all grade levels) as often as possible. When appropriate, teachers discuss the author's perceived purpose for writing and its intended audience.

- d. Writers need to understand the writing process:

Teachers should use modeling and teacher talk to demonstrate to students all the processes of writing, including focusing, composing, editing, and proofreading.

Function of Writing

- a. Record events, through log books, diaries etc.
- b. Work out ideas and shape emerging thoughts, through jottings, drawings and notes and wikis;
- c. Order and extend thinking, as in planning for action or developing an argument;
- d. Reflect on experiences, ideas or learning, through journals, logs and diaries;
- e. Create aesthetically satisfying works, such as stories, poems and plays;
- f. Communicate with others, both known and unknown, in a range of formal and informal ways, through texting, e-mails, letters, work reports etc.

Writing Process

- a. Prewriting: Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content.
- b. Drafting: Making a case and structuring your evidence for that case.
- c. Revising: Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case.
- d. Polishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.

Teaching Writing

The process of teaching writing is not an easy option for students or teachers. Harmer also says that in teaching writing, first students write a composition in the classroom which the teacher corrects and hands back the next day covered in red ink.

Writing Ability

Tribble says that there are five scoring criteria for scoring of writing, they are:

1. Fulfillment and content (the ability to think creatively and develop thoughts),
2. Organization (the ability to write in appropriate manner),
3. Vocabulary (the ability to use of word or idiom),
4. Language (the ability to write in appropriate structure),
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).

Text

The example genres of the texts are:

1. Spoof Text: Spoof text is to retell an event with humorous twist.
2. Recount Text: Recount text is to retell events for purpose of informing or entertaining
3. Report Text: Report text is to describe the way things are, with reference to a range of natural, mode, and social phenomena in our environment.
4. Narrative Text: Narrative is a type of text that has purpose to entertain the readers or to teach.
5. Descriptive Text: Descriptive text is to describe a particular person, place or thing.
6. Procedure Text: Procedure is a type of text to tell how to do something.

7. Exposition: Exposition is a kind of paragraph which is used in giving information, making explanation, interpreting meaning, it include editorials, essays, informative and instructional materials.
8. News Item: News item to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
9. Discussion: Discussion to present at least two points of view about an issue.
10. Anacode: Anecdote to share with others an account of an unusual carousing incident.
11. Review: Review to critique an art work, event for a public audience.

Concept of Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

Features of Narrative Text

Narrative text uses language features as follows:

1. Past tense
2. Adverb of time
3. Time conjunction
4. Specific character.
5. Action verbs.
6. Direct speech.

Generic Structure of Narrative Text

1. Orientation
2. Complication:
3. Resolution:
4. Coda / reorientation (optional) – lesson from the story.

Cooperative Learning

Kagan (2009) describe that cooperative learning is group learning activity which is organized, so that learning depends on structured exchange of information between the learners in group and in which the learner is accountable for his/her learning and it is motivated to increase the learning of other.

The Types of Cooperative Learning.

There are twelve types of Cooperative Learning can be used in classroom activities (<http://knilt.arcc.albany.edu>) they are:

1. Jigsaw.
2. Think Pair Share.
3. Three Step Interview.
4. Round Robin.
5. Three minute review.
6. Numbered Heads Together.
7. Team Pair Solo.
8. Circle the Sage.
9. Partners.
10. Team Games Tournament (TGT).
11. Student Teams Achievement Divisions (STAD)
12. Team Assisted Individualization (TAI).

Method

Richard and Rodgerd (2006) as cited in Abudin (2010) stated, Method is an overall plan for the orderly presentation of language material, no part of which is based upon, the selected approach.

Numbered Heads Together

Salvin (1995:75) states Numbered Heads Together is a cooperative learning method that hold

each student accountable for learning the material.

Photographs

Photographs is a picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment, or stored digitally.

Types of photographs

1. Portrait Photograph :
2. Photojournalism
3. Fashion Photograph:
4. Sports Photograph :
5. Still Life Photographs:
6. Editorial Photograph:
7. Architectural Photograph

The Steps of Numbered Heads Together Through Photographs

Numbered Heads Together, they are:

- a. Teacher divides the students into group.
- b. Teacher numbers the students from 1 to 4 in each group.
- c. Teacher gives photographs to each group, and then gives a problem.
- d. In presenting the result of students' work, the teacher calls the number of students from 1 to 4 randomly.
- e. The students whose number is called, will answer the questions. They may not receive any help from other team.
- f. When all teams have shown their own work, the teacher checks each team's answer for accuracy.

The Advantages of Numbered Heads Together

1. This method is considered help students are ready to give solution to each problem given.
2. Students can do discussion intensively.
3. The better students can help others in getting solution in the group.

4. Students become more actively involved in learning process.
5. The learning focused on learner-centered.

The Disadvantages of Numbered Heads Together

1. Probably not all the numbers can be called by the teacher.
2. The time spent in the process of solving the problem may not equal for each team.

CHAPTER III THE RESEARCH METHOD

Research Design

This study was designed as Classroom Action Research, John Eliot (1991:69) states that action research must be defined as the study of a social situation with a view to improve the quality of action.

According to the type of this research that is action research, this research has form cycle stages. Each of the cycle consist of four steps namely: planning, action, observing, and reflecting.

Planning

Planning is to develop an action plan critically to improve what had happened.

Action

The action here is a conscious action and control, which is a variation of careful and prudent practices

Observation

Observation can be function to document that the effect of the action concerned.

Reflection

Reflection is the evaluation of actions that have been done. It is very necessary to help the writer to make decision for what to do or to revise.

Population and Sample

Population

The population of the research is seventh grade students of SMP Negeri satu 1 Tampahan. There were 3 classes with the total number of the students are 67 students. The total number of students in each class VII A 22 Students, VII B 23 Students, and VII C 22 Students.

Sample

This research uses Purposive Sampling Technique. Purposive sampling technique is the researcher can provide an assessment of who should participate in the study. The researcher can implicitly choose a subject that is considered representative of a population (Sugiono, 2017).

According to the teacher, VII C has low writing than other class. That class consist of 22 students. Thus, the total number of sample was 22 students.

Instrument For Collecting Data

The students chose one topic that provide by the researcher, and then make the narrative text based on the topic. Writing test was given in the pre-test, post test cycle 1 and post-test cycle 2. The time, which given to them to finish the test, is 30 minutes. In Qualitative data, the researcher used observation sheet, interview sheet. Observation sheet used to identify all the condition that happened during the teaching learning process. Interview sheet used to know the feeling,

problem and other condition of the students.

Technique of Analyzing Data

Writing test given in the pre-test, post test cycle 1 and post-test cycle 2. The time, which given to them to finish the test, was 30 minutes.

In finding the mean of the students' score, this study used the following formula:

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

Where:

X = The mean of students' core
 $\sum x$ = The total of number students
 N = The number of the students

Further, in categorizing the memberof the master students,this study was used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : Pcentage of students getting 75
 R :Number of students
 T : The total number of the students taking

CHAPTER IV DATA ANALYSIS

Data Analysis

The data in this research were taken from interview sheet and observation sheet namely qualitative data. The quantitative data were taken from the mean of the students' score in giving essay test. In collecting data, firstly the writer analyzed the situation by

interviewed the students about their difficulties in writing. This research was conducted in 7th students with 22 students taken as the sample. This research was accomplished into two cycles and every cycle had four phases: planning, action, observation, and reflection. The first cycle consisted of three meetings and the second cycle consisted of three meetings. In the last meeting of each cycle the students were given an of essay test.

Analysis the Quantitative Data

The students score of reading by using numbered heads together is presented in the table 4.1 The quantitative data were taken from the result of the test (pre-test and post-test). The improvement of the students' achievement in writing can be seen from the mean of the students' pre- test, post-cycle I and post-test cycle II. The data showed the students' improvement in writing was taught by using numbered heads together.

Table 4.1. Students Test Score pre-test

NO	Students' Name	Content	Organization	vocabulary	Language	Mechanics	Successful Criteria 75
1	Bastanta Siahaan	20	10	10	10	10	60
2	Bendry Pardede	20	10	10	10	10	60
3	Choky Tampubolon	25	10	15	10	10	75
4	Daniel Tambunan	10	10	10	10	10	50
5	Gilbret Pasaribu	20	10	10	10	10	60
6	Grace Tampubolon	10	10	10	10	10	50
7	Intan Napitupulu	20	10	10	10	10	60
8	Jose Siahaan	20	10	10	10	10	60
9	Kiki Farel Siahaan	18	10	12	10	10	50
10	Marpel Siahaan	10	5	5	4	10	34
11	Marvel Sihotang	20	10	10	10	10	60
12	Methania Simaremare	20	10	15	5	10	60
13	Nurul Tampubolon	10	10	10	10	10	50
14	Puji Tampubolon	10	10	10	10	10	50
15	Raja Hutagaol	20	10	10	10	10	60
16	Ruben Tampubolon	10	10	10	10	10	50
17	Rayualina	20	10	5	5	10	50
18	Sabar Siagian	20	10	10	10	10	60
19	Salestina Tampubolon	20	10	10	10	10	60
20	Samuel Siahaan	10	10	10	10	10	50
21	Sintong Pakpahan	5	7	5	5	10	32
22	Satwal Tampubolon	18	10	10	10	10	58
TOTAL							$\sum x = 1189$
MEAN							$X = 54,045$

1. In pre-test, the totals of students' score were 1189 and the number of the students who take test was 22 students. So, the mean of the students' score was:

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

$$X = \frac{1189}{22}$$

$$X = 54.04$$

The percentage of students who passed the minimal mastery level criterton (KKM:

$$P = \frac{R}{T} x 100\%$$

$$P = \frac{1}{22} x 100\%$$

$$P = 4.54\%$$

Table 4.2 Students Test Score post-test cycle 1

NO	Students' Name	Content	Organization	vocabulary	Language	Mechanics	Successful Criteria 75
1	Bastanta Siahaan	20	15	15	10	10	70
2	Bendry Pardede	20	15	15	10	10	70
3	Choky Tampubolon	30	10	15	15	10	80

4	Daniel Tambunan	15	15	15	15	10	70
5	Gilbret Pasaribu	20	10	14	15	10	69
6	Grace Tampubolon	20	10	15	15	10	70
7	Intan Napitupulu	25	10	15	15	10	75
8	Jose Siahaan	25	10	15	15	10	75
9	Kiki Farel Siahaan	20	10	15	15	10	70
10	Marpel Siahaan	10	10	10	8	10	48
11	Marvel Sihotang	15	10	15	10	10	60
12	Methania Simaremare	25	10	20	10	10	75
13	Nurul Tampubolon	15	10	10	15	10	60
14	Puji Tampubolon	15	10	15	10	10	60
15	Raja Hutagaol	20	10	14	14	10	68
16	Ruben Tampubolon	20	10	10	20	10	70
17	Rayualina	20	10	10	20	10	70
18	Sabar Siagian	20	15	15	15	10	75
19	Salestina Tampubolon	30	10	15	13	10	78
20	Samuel Siahaan	15	10	15	10	10	60
21	Sintong Pakpahan	10	6	10	10	10	46
22	Satwal Tampubolon	20	10	15	15	10	70
TOTAL							$\Sigma x = 1489$
MEAN							$X=67,681$

2. In post-test, cycle I the total of the students' score were 1489 and the number of the students who took test was 22 students. So, the mean of the students' score was:

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

$$X = \frac{1489}{22}$$

$$X = 67.68$$

The percentage of students who passed the minimal mastery level criterion (KKM):

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{22} \times 100\%$$

$$P = 27.27\%$$

Table 4.3 Students Test Score post-test cycle 2

NO	Students' Name	Content	Organization	vocabulary	Language	Mechanics	Successful Criteria 75
1	Bastanta Siahaan	25	15	16	16	10	82
2	Bendry Pardede	25	15	17	17	10	84
3	Choky Tampubolon	30	10	18	20	10	88
4	Daniel Tambunan	25	15	16	16	10	82
5	Gilbret Pasaribu	26	15	16	16	10	83
6	Grace Tampubolon	26	15	16	15	10	82
7	Intan Napitupulu	30	10	18	20	10	88
8	Jose Siahaan	27	15	16	16	10	84

9	Kiki Farel Siahaan	27	15	16	16	10	84	
10	Marpel Siahaan	20	10	14	14	10	68	
11	Marvel Sihotang	25	15	16	16	10	82	
12	Methania Simaremare	26	15	16	16	10	83	
13	Nurul Tampubolon	27	15	16	16	10	84	
14	Puji Tampubolon	26	15	16	16	10	83	
15	Raja Hutagaol	27	15	16	16	10	84	
16	Ruben Tampubolon	26	15	16	16	10	83	
17	Rayualina	28	13	18	17	10	86	
18	Sabar Siagian	28	16	16	17	10	87	
19	Salestina Tampubolon	27	13	18	17	10	85	
20	Samuel Siahaan	27	13	18	17	10	85	
21	Sintong Pakpahan	20	10	10	10	10	60	
22	Satwal Tampubolon	25	15	16	16	10	82	
	TOTAL							$\sum x = 1809$
	MEAN							$X = 82,227$

3. In post-test, cycle II the total of the students' score were 1809 and the number of the students who took test was 22 students. So, the mean of the students' score was:

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

$$X = \frac{1809}{22}$$

$$X = 82.22$$

He percentage of the students who passed the minimal mastery level criterion (KKM):

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{20}{22} \times 100\%$$

$$P = 90.90\%$$

Based on the mean of the students' score, the researcher concluded that the students' writing was improved. It proved by the students mean from 54.04 to 67.68 to 82.22.

From the calculation of percentage of students who pass the above in pretest, there were 4.54% (1 students) who passed the minimal mastery level criterion (KKM) or got 75 point to up, in post test cycle I, there were

27.27% (6 students) who got 75 point to up, in post-test cycle II, there were 90.90% (20 students) who got point 75 to up. After analyzing the data, it was concluded that the students' score had improve for each students from each students from pre-test until post-test.

Analysis the Qualitative Data

The qualitative data were taken from interview sheet, observation sheet ., It showed the students' interest in writing narrative text.

Interview

Interview was used to investigate the improvement of the students in writing narrative text. From the result of interview (see appendix) the writer found that the students understood writing but it's hard to didn't use dictionary, so the students write word that they only know. Then the researcher asked the students about numbered heads together method through photographs, before the students did not know the numbered heads together used as their method. After the writer explained about narrative text and how it worked with the numbered heads

together through photographs, the students seem interested. In the last meeting, the researcher found that the students understood about writing narrative text by applying numbered heads together method through photographs. They also gave a good response about it.

Observation

In this phase, the researcher was done by observed activities during teaching learning process, observed students' attitudes while doing their work and observed attitude in doing test (see appendix).

Research Findings

The finding of this research showed that direct instruction improve student's writing narrative text by applying numbered heads together method through photographs. It was proved by the data, which showed the mean of the students in the second cycle (54.04) was higher than in the first cycle (67.68) and also in the pre-test (82.22).

Table 4.4 The improvement of students' achievement in writing narrative text

Competence	Test I	Test II	Test III
Score	1189	1489	1809
Mean	54.04	67.68	82.22
Number of students who got up to 75	1	6	20
Percentage of students got point up to 75	4.54%	27.27%	90.90%

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, it can be concluded that numbered heads together could improve students' writing achievement, especially for students in seventh grade of SMP Negeri 1 Satu Tampahan , and to build the knowledge of the student about concept of numbered heads and also the student know the kind of writing especially the kind of narrative text.

After analyzing the data, some conclusion are drawn as the following:

1. The result showed that the improvement of the student's score from pretest to post test of cycle I and post test cycle II.
2. The students' mean from pretest was 54.04, for the first cycle was 67.68, and the second cycle was 82.22. The pretest result 4.54% of the students got point 75 to up, the competence test cycle I was 27.27 % and the improvement of the students showed in the last competence of the cycle II was 90.90 %.

Suggestion

1. Regarding the result of the research, the researcher thinks that the students must be given numbered heads together to improve their writing achievement, this strategy makes them easier to comprehend the text.
2. Numbered heads together is to provide opportunities for students to share ideas and consider the most appropriate answer ,while also encouraging

students to increase spirit of working together.

3. Numbered heads together learning is highly recommended when the classroom environment is stagnant and passive. Because this learning will develop students interaction so that they can be active with each other.

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