

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to explain about the previous study and theories that related with the topic for this study, they are writing, Roundtable technique, Numbered Head Together (NHT), hortatory text, and previous studies. Then, the explanation as the following:

A. Writing

1. The Nature of Writing

Writing is one of the skills in English. Many experts have given the explanation what the meaning of the writing is. According to Brown (2001, p. 337) writing is, in fact a transaction with words whereby you free yourself from what you presently think, felt, and perceive. It means that writing is a way of to deliver what you think, what you felt in communicating to the other in the writing form. Then, it is also supported by Utami (2011, p. 2) she said that writing is the expressions of language in the form of letter, symbols, or words, and the primary purpose of writing is communications. So, writing is the other way to conduct communication with showing the writing form to the reader.

Moreover, Harmer (2004, p. 31) explained that writing as one of the four skills has always formed part of the syllabus in the teaching of English. It can be seen in the curriculum of senior high school which sated there are some text that have to be given by the teacher they are descriptive, recount, procedure, hortatory, analytical exposition, and narrative text. Then Macdonald (2011, as cited in Mursidah and Etis Journal, p. 23) also state that

writing is as the main part in education. In addition, Mursidah (2011, p. 23) has the same opinion that writing is vital part of education, because writing is basic of thinking and education. Writing forces to think, explore ideas, find out an argument, and educate product. All of them can be concluded that, writing is one of skill in English that very important to be mastered for the students. Through writing, we can deliver our ideas, opinion, feeling that we cannot express orally.

Writing is to be our media for build our critical thinking, because in writing we are tried to think what will we write and we have to think again how can we express our thinking in the form of words, phrase or sentences, and those are not easy things. It is supported by Blanchard and Root (2003) that say writing can be difficult even in the first language. So, in writing need many effort to explain what in our thinking about the topic that to be the main point even though we write it in our language that usually we used in daily. Therefore, writing included in the curriculum which important for the students to learn.

2. The Process of Writing

In writing there are many stages that have to pay attention. It is related with the statement of Oshima and Hogue (1997) that writing is never one step or it is a process that has several steps. Then, Gibbon (2005) states that writing is a recursive process which the writers continually revise and edit all stages of the writing process from first draft to final product. So, from that can be known that writing is not only write about the topic that have been given and

then submitted. However, there is process in writing that should be followed so that you can produce the best writing as you can.

According to Harmer (2004) there four process of writing, they are planning, drafting, editing (revising), final version. In planning the writers decide the topic. It depends on the purpose of the writers what they will discuss. Then, the topic that has been decided is developed to be some ideas, which related with the topic. Those ideas are outlined to be main points and sub points. The next step is drafting. In this step the writers start to write with the main and sub points that have been made before to be sequence of paragraph or sentences. The paragraph should be coherent each other so that the reader can be get the meaning what the writers want to tell.

After that, the writers reach the editing stage. In this stage the writers edit their writing about the grammatically which have been appropriate or not with the type of the text that written. Then, the contents is also the important point to check because it is determine whether the topic that stated suitable with the contents or not. Besides the coherence among the paragraph should be checked so that the writing from the first paragraph and the following is still in the context or out of context. So, in this step the writers let to change just a little, a part, or a whole sentences that is not appropriate and needed to edit based on the mistake. The last one is final draft. In this step the writers rewrite to be a good writing. The writers should pay attention more with the changes that have been made in the editing process. So, when the writers do this step there will not be an error again in her writing. In this step the writers will give the final result of their writing.

In addition Hogue and Oshima (2006) also explained that the process of writing has roughly four steps, they are create the ideas, organize the idea, write a rough draft, and polish the draft by editing and making revisions. This process is not far different with the Harmer. So, the first step in process writing based on this expert is create the ideas. Here the writers determine what they want to write about/called as topic. A topic that decided will underlie of the writing. The second is organizing the idea. In this step, the writers enlarge the topic to be some points that will be discuss in their writing. Those points are being the outline in each part in their writing. The third step is write a rough draft. The writers enlighten the outlines in each part to be the sequence of writing. In this step they should pay attention with the content of the writing that they will write. The detail of writing has to be suitable with the outline.

The next stage is polish the draft by editing. In this step, the writers try to make their writing is readable. They have to check the systematically of writing likes grammar, and then the contents of the writing, and the correlation of the writing in each part. In this step, the writer can modify of their writing that error or not appropriate with the topic. Then, the writers also can give detail explanation in part that needed. The last is making revisions. Revision here means that the writer rewrite the correctness from the editing stage. In this step, the writers make the final writing as the best as they can.

Therefore according to the statement above, it can be conclude that in writing there is some stages that should be done by the writer start from planning or creating the idea, drafting or organizing idea, editing, and final

drafting or revisions. It can be seen that writing need the process that is not short time because there are many steps that must be done to get the good writing. This is the reason that sometime most of the students who do not like to write, they are quite be lazy. They think that writing is a boring activity, which they have to think and cover their ideas into a words, phrase, or sentence that the others can get the point what the meaning of it. Therefore, the teacher should have the technique that is not monotonous which make the students interested in writing and do not feel under pressure to follow the teaching learning process.

3. The Purpose of Writing

In writing, there is always the aim or purpose from the writer for the reader. Even though, it is not clearly stated in her or his writing directly. According to Braine and May (1996) there are four common purposes in writing, they are:

a. To inform

It means that the writing gives some information about what the happening in that time to the readers. Then, they can get new knowledge from the text which have been read.

b. To explain

It means that the writer describe the topic so that the reader will be know it clearly.

c. To persuade

It means that the writer tries to convince the reader through her or his writing to do something or use something or buy something. It is like hortatory text, brochure, and so on.

d. To amuse the reader.

It means that the writer tries to give entertaining by her or his point in writing. So, when the readers read this kind of writing, they can be happy.

It is like narrative text and recount text.

Then, Gintings (2014) also has the opinion about the general purpose of writing, they are to inform, to persuade, to express, and to entertain. The first is to inform. It can be meant that the writing presents of some information which is useful for the reader to be read. The second is the writing to persuade. Persuade here means that the writer tries to give understanding about a matter and convince the readers which they should do what the writer suggest. The third is to express. It means that the writers deliver what they are thinking and express it in the writing form by their creativity. The result of the writing is like essay, diary, fiction, poetry, and journal. The fourth is to entertain. Some of writing has purpose in serious purpose, but there is also the writing that gives the reader entertaining. So, the readers fell enjoy while they are reading.

Based on the statements from the experts before about the purpose of writing, it can be conclude that there are many kinds of purpose in writing, they are informing, explaining, entertaining, persuasive, and expressing idea. Those purpose has the own meaning and every writers have the own purpose depends on the writer itself what she writes and what she wants the reader get from her writing.

4. Genres of Writing

Genre can be meant as kind of the text. According to Brown (2004, p. 219) there are three kinds of genre in writing, they are:

1) Academic writing

The academic writing itself is divided to be some part, they are:

- a) Papers and general subjects reports
- b) Essay, compositions
- c) Academically focused journals
- d) Short-answer test responses
- e) Technical reports (e.g., lab report)
- f) Theses, dissertation.

2) Job-related writing

The kinds of job-related writing is likes:

- a) Messages (e.g., phone messages)
- b) Letters/e-mails
- c) Memos (e.g., interoffice)
- d) Report (e.g., job evaluation, project reports)
- e) Schedules, labels, signs, advertisements, announcements
- f) Manual.

3) Personal writing

The writing that can categorical as personal writing are:

- a) Letters, e-mails, greeting cards, invitations
- b) Messages, notes
- c) Calendar entries, shopping list, reminders

- d) Financial documents (e.g., checks, tax forms, loan applications)
- e) Form, questionnaires, medical reports, immigrations documents
- f) Diaries, personal journals
- g) Fiction (e.g., short stories, poetry)

So, based on the statement by the expert earlier, it can be concluded that there are three kinds of genres in writing, they are academic writing, job-related writing, and personal writing. Then, the focus of the material in this study is hortatory text which is categorized in personal writing.

5. Writing Ability

Writing ability can be defined as the capability of people or students in the context of this study in expressing of language in the form of letter, words, or symbol that has function for communicating. It means that writing ability is the ability of the people to put the thought into words, which have the meaning for communication. By this ability the students can express what they are thinking in writing form beside orally. According to Adelina (2017) by the writing ability or skill the students will get the independence, comprehensibility, fluency, and creative. Independence means that the ability of the students to write anything that they are thinking individually without depending on the other people. Then, comprehensibility is the ability to be understood. Fluency is the ability to write or read or speak easily, smoothly without any hesitation in delivering the ideas. Creative is the ability of the students to get the ideas or create something that is different with the others. So, if the students have those elements their writing ability will come up and they will not get the difficulties in write

something and their writing is well so that the others also can read and understand what is your writing about.

Additionally Yi (2009, p. 58) stated that writing ability is the ability to create coherent and cohesive discourse following prescribed patterns for developing and organizing discourse. It means that writing ability is an capability of the writer in producing of writing in good way which pay attention with the correlation among the sentence and use the transition word so that the movement from one sentence to another go smoothly. From that, the writing can be understood easily and the aim of writer can be reached by the reader. Then, in having the writing ability the students need a process and it can be done by practice. So, by practice they can know the barrier that must be face and they can learn from that. For example, if the students have a problem in the construct of the idea, by practice in many times they can train their thinking to explore their ideas and so on.

6. Teaching Writing in Junior High School

As widely known that writing is one of the skill in English which have to be mastered for the one who learn English especially for the students. For them the writing is not the easy skill to learn especially for the senior high school students. However, they have to learn of writing to make their learning in English run well. Then, related with Hellen et all (2014) cited from Kepmendiknas (No. 81 A/2013), there are three procedures to teach writing in senior high school, they are pre-teaching activity, whilst-teaching activity, and post-activity. The detail explanation describes in the following:

a. Pre-teaching activity

It is the beginning activity of teaching and learning process. The aim of this part is to prepare the students be ready to follow the process of learning. In this time the students are guide to pray first before get ready to learn. Then, the teacher can give warming up like simple game or yell to gain their spirit. In this activity, the teacher also explain the aims of the teaching and learning process based on the topic that will be given.

b. Whilst-teaching activity

It is the main activity in teaching and learning process. In this activity, students should be active to participate in teaching and learning process. The activities in this part are observing, questioning, associating, experimenting, and communicating. Observing is the part which the students pay attention what the teacher show in front of the class. It is in the beginning of lesson after pre-activity. Questioning is a part where the teacher ask question about what the teacher have shown in front of the class. Then, associating is connecting the information who has given. So, in this session the students are expected to gather all the information into relation. Experimenting is part that the students practice in creating a text. Finally, communicating is the students here show the result in the previous part and then evaluate their work a written form.

c. Post-teaching activity

It is the last stage which the teacher summarize all of the activities which have been conducted. Then, the feedback and assessment is conducted in this time.

B. Hortatory Text

Based on the curriculum 2013, there are many kinds of text which have to be learnt by the students in senior high school, especially in eleventh grade. The texts are narrative, analytical exposition, and hortatory text. Then, in this semester that is 2nd semester, they get the material about hortatory text. Discussing about the text is not far away from the writing because it is belong to writing skill. Then, the result of writing class is written form of the text that have been taught and in this case is hortatory text.

Doddy (2008, p. 167) stated that hortatory exposition is type of spoken or written text that intended to explain the listener or readers that something should or should not happen or be done. It can be meant that hortatory text is kind of the text which tell about something and it aims to influence the reader or listener. It is also supported by Hartono (2005, p. 7) that hortatory exposition text is the text to persuade the reader or listener that something should or should not be the case. It means that in making the reader interested and trust with the students' writing, they have to have the strong arguments that can make them trust with topic being discussed.

According to Hellen et all (2014), the hortatory text can be called as argumentation. It can be known that in this text the writer need some argumentations as the fundamental reason of the given idea. If the writer can give strong argumentation, the purpose of the writer in persuading the readers can be reached. Such kinds of this text can be found in articles, newspaper, magazines, academic speech, and so on.

After discussing about the meaning and purpose of hortatory text, now it is going to be continued explaining about the generic structure. All of the text has generic structure to construct the text. Then, according to Gerrot and Wignell (1995, p. 210), the generic structure of hortatory exposition is thesis, arguments, and recommendation. It will be explain more clearly below:

1. Thesis

Thesis is the opening of hortatory exposition text. In this part the writer explains of her statement or announcements of the issues or the topic that discussed.

2. Arguments

In this part, the writer tells about the reasons why she/he has the statements that have explain in thesis before. This part is very needed to make the writer's argument strong and shows that the writer do not only have statements, but also she/he has the reasons behind.

3. Recommendation

The writer in this part gives the suggestions or recommendation what should the reader/listener do after read her/his writing. She must make the suggestions based on the statements and the topic before.

From the explanation earlier, it can be concluded that there are three part in hortatory exposition they are thesis, arguments, and recommendation. All of them must correlate each other so that the aims of the writer to make the reader influence with her/his writing can be reached. Therefore, the critical thinking of the students is needed to get the topic discussion. In addition, the writing ability of

them is also important so that they can deliver of their thinking clearly and the reader will understand about his/her writing.

Moreover, in making hortatory text the language features is needed to pay attention. It aims to make the reader get easier to understand and get the meaning of the writing. Based on Gerrot and Wignell (1995, p. 210), the languages features that used are the following, they are:

- a. It is usually uses simple present tense and present perfect tense
- b. It uses mental process verbs. It is used to state what the writer of speaker thinks or feel about something. For example realize, feel, think, etc.
- c. It often needs material process. It is used to state what happens, for example has, polluted, etc.
- d. Enumeration is sometimes necessary to show the list of given arguments is like firstly, secondly, finally, in the end, etc.
- e. A hortatory exposition text focuses on generic structure human and no human participants, except for speaker or writer referring to self.

So, from the entire explanation about the hortatory text before, it can be conclude that in understanding and making the hortatory text, there are three part that is definition, structure, and language features which used. Hortatory text includes in the argumentative text with analytical exposition. They have similar structure, but there is one part which different, that is recommendation. In hortatory text there is recommendation while in analytical does not have. Therefore, knowing there aspect which have been discussed is very important so that the students will not get confused in differentiating of hortatory text with the other text and they are be able to assign the hortatory text appropriately.

C. Cooperative Learning

Based on Richard (2001, p. 192) cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Then, Olsen and Kagan (1992, p. 88) give addition that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his for his or her own teaching and is motivated to increase the learning of others. It can be concluded that cooperative learning is approach where the activities focus on group discussion so that the students can share information together in finishing the task.

It is related with Roger and Johnson that cooperative learning is the instructional use of small group which students work together to achieve their shared goals. Then, Mandal (2009, p. 97) said that cooperative learning is a successful teaching strategy in which small teams, each students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. So, in this approach the students are divide into small group heterogeneously. There is no group, which consists of the active students only or passive. It is aimed that the students be able to help one another in facing of the task, which have been given by their teacher. Then, the burden of the task will be done together in cooperatively.

In addition Richard cited from (Olsen and Kagan, 1992, p. 88) mentioned that there many techniques in cooperative learning, they are Three-step Interview, Think-pair-share, Solve-pair-share, Roundtable, and Numbered Head Together

(NHT). Three-step Interview is the technique which there is a students who become interviewer and the two of them are interviewee. When the time is up they will exchange their role as interviewer or interviewee. Think-pair-share is the technique that the students work with their pair. The students think of the question or the task, which have been given with only their pair. After that, they share the result of their answer in whole class and the other students can give comments or suggestion to their answer. Then, Solve-pair-share is the technique that similar with Think-pair-share. However, in this technique the level of the questions is more be complicated that in Think-pair-share. So, in this technique the students will get the case and they have to overcome it with their pair. Afterwards, Roundtable is the technique that the students are invited to do the task together by write the answer in a paper which passed of every member in group. All of the member should be take turn in giving his or her ideas in that paper. The last is numbered head together (NHT) is technique where the students put their head together or thinking to finish the task. Every member get the number and it make them must be in charge in taking a part to do the task. So, when their teacher call them randomly they can represent their group to explain the answer well. In conclusion, by explaining the various techniques in cooperative learning before, this study is focus on the Roundtable and NHT in teaching writing of hortatory text.

D. Roundtable

1. Nature of Roundtable

Accordingly, Stenlev and Siemund (2011, p. 4) Roundtable is a conference or discussion involving several participants in which one of

cooperative learning technique that can be used by the teacher as the appropriate technique for improving student's English skill, one of them is writing skill. Then, Olsen and Kagan (1992 as cited in Richards and Rodgers, 2001) stated that the examples of cooperative language learning activities are Three-step Interview, Think-pair-share, and Roundtable. In other words, Roundtable is one of a way to teach English especially in writing skill that focus on group discussion.

Furthermore, based on Ellis (2005, p. 48) describe that Roundtable technique is a cooperative structure in which one piece of paper and pencil are systematically passed around a group. Then, Mccafferty (as cited in Sifa, 2014) explain that Roundtable technique is one of cooperative learning which implements learning that requires all group members to participate in turn by forming groups in a circle. In addition, Barkley and Major (2005) explain Roundtable is a technique where the students take turn responding to a prompt by writing words or phrases or sentence before passing the paper along to others who do the same. From those statements can be conclude that in Roundtable technique, the students have to give contribution to write words, phrases or sentence in a paper that turning around the group to complete the task. They cannot escape from the charge because this technique teach them to cooperate in right way.

Moreover, related to (Barkeley, Patricia, and Howell, 2012, p. 162) Round Robin or Roundtable is primarily brainstorming strategy in which students generate ideas but do not elaborate, explain, or question the ideas. So, each member just deliver their ideas in the working not for giving comment or

critic to the other ideas. According to Kagan, Roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project. It means that, in Roundtable the students will learn how to express their ideas, how to solve the problem with the others so that they will also know how to work as a team or group.

2. The Procedure Of Using Round Table Technique

Related to Jette (2011, p. 2) the procedure of Roundtable technique are the following:

Students use a single sheet of paper and pen for each group. students in the group respond in turn to a question of problem by stating their ideas aloud as they write them on paper. It is crucial that the ideas be vocalized to several reasons:

- a. Other team members need to be reflecting on the thoughts.
- b. Variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat.
- c. Hearing the responses said aloud means that the students do not have to waste valuable brainstorming time by reading the previous ideas on the page.
- d. Team members are encourage not to skip turns, but if their thoughts are at a standstill, they are allowed to say “pass”.

It can be simplified that the procedure of round table can be done as the following:

- a. Divide the students into groups that every group consists of 4 students or more. It depends on the total of students and the effectiveness in a group.
- b. Every member has the same chance to contribute in completing the task. The result of the task is various because each member has different ideas.
- c. The students take turn to write about the topic that they think in a piece of paper with the pencil or pen which turning to every member.
- d. The students motivate each other. However, if they cannot think anything about the topic or their thinking is standstill they can say “pas” and give the paper to other students.

Accordingly, the writer modifies the round table procedure from the original. It happens because the writer wants to make the steps of this procedure more interested for the students so that they can be more active in process of writing with use this technique. So, the following is the procedures of round table technique that have been modified by the writers, they are:

- a. The students are divided to be some of group. In each group can be consists of four or more students. It depends on the total of the students and the effectiveness in a group.
- b. The students are asked to prepare a piece of paper and a pencil or pen in each group.
- c. The students are given a same topic for the entire group to make a story.
- d. The students are asked to write what their ideas about topic.

- e. They write it on a piece paper that turn around in a group.
- f. The students make sure that each members of the group give contribution in that writing
- g. The students write a story based on the topic until the time that has settled is up.
- h. When the time is up, the students are asked to change the story that they have made with the other group.
- i. They count the sentences in a story of the other group.
- j. The group that have more sentences in their story, they will get the additional score.
- k. Each group are asked the representative to read that story.
- l. The students let to give feedback with the story that have been read.
- m. In the last, the teacher also give feedback and evaluate with the activities that have been done.

3. The Advantages Of Using Roundtable Technique

According to Stenlev and Siemund (2011, p. 4) Roundtable technique builds positive interdependence among team members because of the shared writing surface, but more importantly, it builds team cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas. In other words Roundtable technique, make the students to learn how to work together in same charge. They support each other to take turn in giving the ideas in completing the task. So, the students who have low interesting in writing will affect by the support of their friends.

In addition, Barkley, et.al (2005, p. 75) tells that Roundtable technique can encourages the students to adjust their writing (in areas like content, convention, style, and vocabulary) as they respond and react to the comment of the writers that preceded them. It can be known that before the students take turn in giving the ideas, surely they read the writing of their friend even it is just a glance. It will influence them to write like that, but in different ideas. So, step by step the students learn about the systematically and the process of writing.

4. The Disadvantage Of Using Roundtable Technique

Based on Barkley, et.al., (2005) say that Roundtable technique is one of the brainstorming techniques called as the natural way in developing the writing. The category of writing that can be used here is only for the simple task not the complex ones. Therefore, it is difficult if the target of the task that should be finished by the students is long paragraph like essay writing. It is waste the time. Besides, they are confused with the ideas that should be revealed and then they get bored because of that. So, the main point of using round table technique in teaching writing with enjoy full methods will not reach.

E. Numbered Head Together (NHT)

1. Nature of Numbered Head Together (NHT)

In cooperative learning, there are many techniques which applied to teach the students collaboratively. According to Richard cited from Olsen and Kagan (1992), there are five examples of cooperative learning activities, they are three-step interview, think-pair-share, solve-pair-share, round table

technique, numbered heads/numbered head together. Related with this study, in this part is going to explained about the numbered head together which to be one of the method that used in teaching writing of hortatory text.

Based on Pratiwi (2012, p. 9) NHT is one of techniques that guides students' activity in search, produce, and informs the information from some resources and then, inform them in front of the class. It means that NHT is a way in teaching and learning process which invite the students to dig up the information related with the topic being discussed and then, share the result to the other group in front of the class. It is supported by Hunter et all (2015) stated that NHT is an alternative teacher strategy that actively engages all students simultaneously in collaborative, content-related discussion. So in this technique, the students were trained to overcome a problem in the form of task with their group. Each member has responsibility to contribute in facing or getting the answer by the case which posed by the teacher. Beside each member has to be able to enlighten the result of the topic which have been discussed.

Accordingly, there is statement from Richard cited from Olsen and Kagan (1992) explained that NHT is described like this one (1) students number off in teams. (2) Teacher asks a question. (3) Heads together-students literally put their heads together and make sure everyone knows and can explain the answer. (4) Teacher calls a number and students with that number raise their hands to be called on, as in traditional classroom. It means that, every student has a number which sign them. Its function is to be representative their name when the teacher called them to explain the material or answer, which have

been discussed. So, the teacher in this technique poses the questions for all of the groups. Then, they have to discuss it together, which every member must contribute in giving the ideas to make the answer. So, if the teacher calls their number randomly, they are ready to explain it in front of the class.

Actually, this technique is not far different from the traditional technique. It is like rising the hand firstly when the students want to answer the question from the teacher and the teacher will point one of them. Certainly, this technique will make the class be noisy. Beside the students who have not be confident rising the hand and answer the question or can called as passive students, they will be left behind from the active students. Therefore, numbered head together is present as the development from the traditional technique and this technique can be the alternative way for the teacher to teach writing.

According to Kagan (2000) NHT will make students share information each other, listen carefully, speak, and answer the question properly, so the students can be more active in the teaching and learning process. It shows that this technique can encourage the passive students to be active and they can learn together and help each other in overcoming a case or questions from the teacher. The students here have the same change and have the own responsibility to finish their duty in a group. So, there is no student that can skip their duty. Then, by applying numbered head together can develop the students' understanding because in this technique the students have to look for the answer with their members in group and the teacher is only being the

facilitator. Additionally, this technique is used to check their understanding about the topic.

2. The procedure in Using Numbered Head Together (NHT)

There are some steps in applying the numbered head together in teaching and learning process. Related with Ginting (2014) there are five steps in conducting NHT, they are

- a. Divide the students into groups. Each group consists of four members
Then, each member gets the number from one to four
- b. Pose a question or a problem to the class
- c. Have students gather to think about the question and to make sure everyone in the group understand and can deliver the answer of that question
- d. Ask the question with call out a number randomly
- e. The student with the number that called have to raise her/his hand and answer as representative for his/her team

Then, based on Richards (2001, p. 199) states that there are many steps in doing NHT, the detail explanation below:

- a. Students number off in teams
- b. Teacher asks a questions (usually-high-consensus)
- c. Heads together-students literally put their heads together and make sure everyone knows and can explain the answer
- d. Teacher calls a number and students with that number raise their hands to be called on as in traditional classroom.

Additionally, Pratiwi (2012, p. 10) the procedures in teaching NHT in her research are:

1. Give the instruction to the students about the technique (numbered head together). Then explain a text which have been taught by using numbered head together.
2. Students number off in teams of four and keep the same number as long as the team will continue to work together, possible four weeks.
3. The teacher ask a questions based on the material that will be discussed.
4. Team members put their head together and make sure that everyone in the team can answer the question. After getting some questions from teacher, the students should discuss the questions together to find the answer of the question and explain the answer to the other members in group. So, each member in group knows the answer.
5. The teacher calls a number randomly and those with that number stand and participate in answering the question.
6. Do individual quiz and make list score of students in every meeting.
7. Inform the result ad give reward

From all the explanation of the steps or the procedures of NHT by the experts before can be concluded that the main focus in this technique is doing the task together which used the number in the process of applying the technique. The students complete the task by put the head together which every members in the group have the own ideas related with the topic. They combine those ideas so that the final answer can be got. Then, when the teacher calls a number who belong that number have to delivering the answer

in front of her or his friends in the class. So, by having the number it can make the students realize that they have the own responsibility in doing the task together in the group.

3. The Advantages and Disadvantages of Numbered Head Together

(NHT)

In every technique, teaching and learning process always has plus-and-minus. There is no technique which perfectly to be implemented. It also occurs in NHT. According to Pratiwi (2012) NHT is not only stimulate the students' ability, but also develops higher order thinking of the students. It can be known that in this technique the students must be active to get the answer or solution for the topic that given. They are invited to think reasonable for the answer that they made. Then, this technique train the students to cooperate each other and in charge of the own task which have been divided in their group. They cannot depend on their friends and not do anything because they get the number from the teacher. So, if their number is being called, they cannot avoid it and refuse to answer. However, this technique also has the disadvantage one of them is not all the students can deliver the answer in front of the class. Then applying this technique need more times, if the students have not experience in conducting discussion before.

F. Previous Studies

In this part, the writer explains the differentiation of her study with the previous studies. There are three previous studies that compared with the writer's study, they are:

1. *The Effect of Round Robin Strategy on Students' Achievement in Writing Descriptive Text at The Tenth Grade of MAS PAB 2 Helvetia Medan in 2016/2017 Academic Year* by Rizki Tia Maudia. This study investigate the effect of round table technique through the students' writing achievement in descriptive text. The method of this study is quantitative with the quasi-experimental as the research design. The sample is the students of tenth grade at MAS PAB 2 Helvetia which X-1 as experimental group and X-2 as control group. The data is taken from pre-test and post-test and the instrument is test. Then, the result of this study shows that Roundtable technique is effective on students' achievement in writing descriptive text.
2. *The Use of Roundtable Technique to Improve Students' Writing Skill of Narative Text at Eleventh Grade in Senior High School 1 South Polobangkeng* by Rezki Adelina. It is different with before because focus of this study improving students' writing skill of XI grade in narrative text by using round table technique. The subject is XI IPA 1 with the 22 females and 8 males. The method in conducting this study is class action research (CAR). The instruments that used by the writer are writing test, students' observation checklist, and teachers' observation checklist. Furthermore, the result of this study proves that the use of Roundtable technique can improve the students' writing ability in narrative text.
3. *The Use of Numbered Head Together Technique to Improve Writing Recount Text at The Second Years Students of Junior High School 5 Tambang of Tambag District of Kampar Regency*. The focus of this research is to investigate the effect of numbered head together to teach

writing skill in recount text. The research design which used in this study is pre-experimental. So, the data is taken from one of the class in second grade of Junior High School 5 Tambang which consist of 44 students. Those students is divided into two group which experimental group consist of 22 students and 22 students for control group. The sampling to take the sample that used by the researcher is clustering sampling. The instrument to collect the data of this research is test. Then, the data of the research is analyzed by using SPSS 15 version program and the result shows that Numbered Head Technique is appropriate technique to teach writing in recount text.

4. *A Comparative Study on the Effectiveness of Using Numbered Head Together (NHT) and Roundtable Technique Towards Students' Ability in Writing Descriptive Text of Seventh Grade At SMPN 3 Kedungwaru.* This research is comparative study so the researcher compares two techniques in cooperative learning, they are NHT and Roundtable technique. Then, the main focus of this research is to know which more effective among those technique in teaching writing of descriptive text for seventh grade in junior high school. The research design which used in this study is quasai-experimental with quantitative approach. So, there is experimental group and comparison group. The experimental group has 32 students and the comparison group is 31 students. Those students are from the seventh grade at SMPN 3 Kedungwaru. Then, the instrument of this study is test. The result of this study proves that there is significance different score between the students taught by using Roundtable Technique and NHT.

Then, NHT is more effective than Roundtable Technique to teach writing in hortatory text.

Furthermore, there are differentiations among the previous studies that have been explained before with this study. In the first study, the different is about the focus study. This study is focus on which more effective between Roundtable technique and numbered head together toward the students' writing ability in hortatory text, but the first study use one technique one technique that is Roundtable to know the effect toward the students' writing in descriptive text. So, the text which used between the studies are also different. Then, the data of this study is collected from 11th grade at MAN 3 Blitar. However, the first previous study collects the data from 10th grade at MAS PAB 2 Helvetia.

In the second study also has differentiation with this study that is the technique, which used. The second previous study is only used round table technique, but this study applies two techniques they are Roundtable and Numbered Head Together (RNHT). These technique in this study are used to teach writing in hortatory text. Meanwhile, the second previous study use Roundtable technique to teach narrative text. Then, previous study use CAR (class action research), but this study use quantitative approach with quasi-experimental as the research design. So, the data of this study is taken from two class which to be control group and experimental group. They are the students in 11th grade. Meanwhile, in the second study the data is taken from one class that is 11th grade which the total of students is 30.

Then in third study, there is striking differentiation with this study that is the technique and text. The previous study is applied one technique and this study use

two techniques which one of them is different, they are Roundtable technique and NHT. The previous study uses that technique to teach writing in recount text, but this study implement those techniques for teaching writing in the hortatory text. Besides the third previous study, use pre-experimental research design whiles this study use quasai-experimental with comparative method. Afterwards, the sample of third previous study is second grade students in Junior High School 5 Tambang and this study is eleventh grader in MAN 3 Blitar or in level of senior high school. Then, the sample of the previous study is taking through clustering sampling and this study by purposive sampling.

The last is the differentiation the fourth study with this study. The fourth study has descriptive text as the dependent variable and the hortatory text belongs to this study. Afterwards, the data of the fourth study is got from the seventh grader at SMPN 3 Kedungwaru that is VII D and VII E as the sample. Beside the sample of this study is eleventh grader of IIS 1 and MIA 1 at MAN 3 Blitar.