CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the finding and discussion of the study. It presents some discussion which deal with the collected data of students' pre-test and post-test score from the Roundtable group and Numbered Head Together (NHT) group. This chapter covers the description of research findings, hypothesis testing, and discussion.

A. Research Findings

Research findings were described by providing table and chart. The sample of this study was 11th graders of XI IIS 1 and XI MIA 1. The total of students in XI IIS 1were 34 and the total of the students in XI MIA 1 were 37. The data that presented in this part were obtained from the students' score of pre-test and post-test. The pre-test was conducted to know the students' writing ability especially in hortatory text before they got the treatment. Meanwhile, the post test was administered to know the students' writing ability after they got the treatment. So, from the result of those tests, the significant different effect between Roundtable Techniqueand Numbered Head Together in writing hortatory text could be analyzed. Then, the data were computed by using statistic computation. The results of statistic computation were presented in the following:

1. **The Students' Writing Ability in Hortatory Text Taught by Using Roundtable Technique**

    The Roundtable Technique was applied to teach writing especially hortatory text in XI IIS 1 as the treatment. The sample of the study in this

class was 33 students. Before applying this technique, the writer conducted pre-test. The pre-test score of students in XI IIS 1 was presented in the table 4.1.

Table 4.1 The Students' Pre-test Score of XI IIS 1

No	Students' Name	Pre-test Score
1	AM	68
2	AP	63
3	AZ	49
4	AW	55
5	DA	58
6	DV	45
7	DS	65
8	DR	63
9	EA	63
10	FN	45
11	FF	50
12	HK	63
13	IL	63
14	KA	59
15	KM	54
16	LK	45
17	MA	54
18	MF	63
19	MY	50
20	NA	58
21	NK	58
22	NN	49
23	ND	65
24	NB	61
25	PN	45
26	RJ	63
27	SF	49
28	SA	63
29	SR	53
30	SF	63
31	SI	50

32	SK	55
33	TI	63

The writer used SPSS 16.0 version to know the descriptive statistic and the percentage of students' score of pre-test. Then, the result of students' pre-test score computation could be seen in the table 4.2 as follows:

Table 4.2. The Output of Statistic Data of Roundtable Group's Score in Pre-   test

Statistics

PRETEST_IIS1_ROUNDTABLE

N	Valid	33
	Missing	0
Mean		56.67
Median		58.00
Mode		63
Std. Deviation		7.039
Variance		49.542
Range		23
Minimum		45
Maximum		68
Sum		1870

According to the table 4.2, it showed that the mean was 56.67, the median was 58.00, the mode was 63, the standard deviation was 7.039, the score minimum was 45, and the score maximum was 68.

Table 4.3 The Frequency Distribution of Roundtable Class's Score in Pre-test

PRETEST_IIS1_ROUNDTABLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	4	12.1	12.1	12.1

49	3	9.1	9.1	21.2
50	3	9.1	9.1	30.3
53	1	3.0	3.0	33.3
54	2	6.1	6.1	39.4
55	2	6.1	6.1	45.5
58	3	9.1	9.1	54.5
59	1	3.0	3.0	57.6
61	1	3.0	3.0	60.6
63	10	30.3	30.3	90.9
65	2	6.1	6.1	97.0
68	1	3.0	3.0	100.0
Total	33	100.0	100.0	

The table 4.3 showed the numbers which described about the division and percentage of frequency distribution. Then, the data from the table could be elaborated based on the score's criteria, they were:

a. There were no students who got score 25-40. It meant that there was no very poor score in students' pre-test.

b. There were 15 students who got score 41-55, which meant the students' score were poor.

c. There were 18 students who got score 56-70, which meant the students' score were fair or average.

d. There were no students who got score 71-85. It meant that there was no good score in students' pre-test.

e. There were no students who got score 86-100. It meant that there was no excellent score in students' pre-test.

Moreover, after the students of XI IIS 1 got the pre-test from the writer, in the next meeting they were treated by using Roundtable Technique as their treatment in writing hortatory text. The treatment of

Roundtable Technique was applied two times in this class. The treatment was implemented by classroom meeting. After giving the treatment twice, the writer administered post-test. It was done to get the data for this study and it was used to know the students' writing ability after giving the treatment. Then, the result of the students' post-test score could be seen in the table 4.4 as follows:

Table 4.4 The students' Post-test Score of XI IIS 1

No	Students' Name	Post-test Score
1	AM	84
2	AP	66
3	AZ	65
4	AW	63
5	DA	64
6	DV	63
7	DS	71
8	DR	68
9	EA	75
10	FN	70
11	FF	66
12	HK	50
13	IL	78
14	KA	63
15	KM	70
16	LK	65
17	MA	71
18	MF	66
19	MY	63
20	NA	66
21	NK	69
22	NN	66
23	ND	75
24	NB	75
25	PN	66
26	RJ	83
27	SF	63
28	SA	68

29	SR	73
30	SF	71
31	SI	75
32	SK	75
33	TI	80

In analyzing the students' post-test score, the writer used SPSS 16.0 version to know the descriptive statistic and the percentage of this data as like in the pre-test. The result of students' post-test score computation were presented in the table 4.5.

Table 4.5 The Output Statistic Data of Roundtable Group's Score in

Post-test

Statistics

POSTTEST_IIS1_ROUNDTABLE

N	Valid	33
	Missing	0
Mean		69.27
Median		68.00
Mode		66
Std. Deviation		6.811
Variance		46.392
Range		34
Minimum		50
Maximum		84
Sum		2286

From the table 4.5, it could be known that the mean was 69.27, the median was 68.00, the mode was 66, standard deviation was 6.811, the score minimum was 50 and the score maximum was 84.

Table 4.6 The Frequency Distribution of Roundtable Group's Score in

Post-test

POSTTEST_IIS1_ROUNDTABLE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	3.0	3.0	3.0
63	5	15.2	15.2	18.2
64	1	3.0	3.0	21.2
65	2	6.1	6.1	27.3
66	6	18.2	18.2	45.5
68	2	6.1	6.1	51.5
69	1	3.0	3.0	54.5
70	2	6.1	6.1	60.6
71	3	9.1	9.1	69.7
73	1	3.0	3.0	72.7
75	5	15.2	15.2	87.9
78	1	3.0	3.0	90.9
80	1	3.0	3.0	93.9
83	1	3.0	3.0	97.0
84	1	3.0	3.0	100.0
Total	33	100.0	100.0	

The table 4.6 showed the numbers that described the categorizing based on the frequency distribution by considering on qualification of the scoring rubric. Then, the data could be interpreted as follows:

a. There were no students who got score 25-40. It meant that there was no very poor score in the students' post-test

b. There was 1 student who got score 41-55, which meant that the student's score was poor

c. There were 17 students who got score 56-70, which meant that the students' score were average or fair

d. There were 15 students who got score 71-85, which meant that the students' score were good

e. There were no students' who got score 86-100. It meant that there were no excellent score in students' post test

2. The Students' Writing Ability in Hortatory Text Taught by Using Numbered Head Together (NHT)

Numbered Head Together (NHT) was the technique used to teach writing of hortatory text in XI MIA 1. The class consisted of 36 students. Before applying this technique, the pre-test was conducted. It was aimed to know the students' writing ability of XI MIA 1 before getting NHT as the treatment. Then, the students' pre-test score was showed in the table 4.7 as follows:

Table 4.7 the Students' Pre-test Score of XI MIA 1

No	Students' Name	Pre-test Score
1	AR	58
2	AN	65
3	AH	58
4	AS	65
5	DN	66
6	DA	45
7	DR	63
8	DF	61
9	DH	50
10	FW	60
11	HA	65
12	HS	66
13	IS	61

14	IH	54
15	IA	46
16	LR	66
17	LH	54
18	LM	63
19	MN	66
20	MB	59
21	MD	59
22	MA	65
23	MT	69
24	MG	45
25	MI	53
26	NA	54
27	NZ	54
28	PA	50
29	RL	45
30	RK	58
31	SK	58
32	SF	65
33	SN	61
34	UA	46
35	VA	65
36	WR	63

Then, the writer used SPSS 16.0 version in computing the students' pre-test score to know the descriptive statistic and the percentage of this data. The results of this data were showed in the table 4.8 as follows:

Table 4.8 The Output Statistic Data of NHT Group in Pre-test

Statistics

PRETEST_MIA1_NHT

N	Valid	36
	Missing	0
Mean		58.36
Median		59.50
Mode		65
Std. Deviation		7.144

Variance	51.037
Range	24
Minimum	45
Maximum	69
Sum	2101

Based on the table 4.9, it could be seen that the mean of students' score in pre-test was 58.36. Then, the median was 59.80, the mode was 65, the standard deviation was 7.144, the score minimum was 45, and the score maximum was 65.

Table 4.9 The Frequency Distribution of NHT Group's Score in Pre-test

PRETEST_MIA1_NHT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	8.3	8.3	8.3
	46	2	5.6	5.6	13.9
	50	2	5.6	5.6	19.4
	53	1	2.8	2.8	22.2
	54	4	11.1	11.1	33.3
	58	4	11.1	11.1	44.4
	59	2	5.6	5.6	50.0
	60	1	2.8	2.8	52.8
	61	3	8.3	8.3	61.1
	63	3	8.3	8.3	69.4
	65	6	16.7	16.7	86.1
	66	4	11.1	11.1	97.2
	69	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

The table 4.9 showed the numbers of frequency distribution. They were interpreted by using the score' criteria that was able to see in the following:

a. There were no students who got score between 25-40. It meant that was no very poor.

b. There were 12 students who got score between 41-55, which meant the students' score were poor

c. There were 24 students who got score between 56-70, which meant the students score were fair or average

d. There were no students who got score between 71-85. It meant that was no good score

e. There were also no students who got score between 86-100. It meant that was no excellent score.

After conducting pre-test in XI MIA, the writer treated the students in this class by using NHT to teach writing of hortatory text. After two meetings of treatment, post-test was administered by the writer to the students in XI MIA 1. This test was intended to know the students' writing ability after the students got the treatment (NHT). As like in the pre-test, there was one student, which not followed the post-test. The students' post-test score was presented in the table 4.10 as follows:

Table 4.10 The Students' Post-test Score of XI MIA 1

No	Students' Name	Post-test Score
1	AR	83
2	AN	75

3	AH	70
4	AS	68
5	DN	80
6	DA	83
7	DR	83
8	DF	68
9	DH	83
10	FW	80
11	HA	70
12	HS	88
13	IS	75
14	IH	75
15	IA	83
16	LR	75
17	LH	83
18	LM	79
19	MN	75
20	MB	63
21	MD	50
22	MA	75
23	MT	88
24	MG	83
25	MI	54
26	NA	83
27	NZ	83
28	PA	79
29	RL	79
30	RK	83
31	SK	63
32	SF	83
33	SN	79
34	UA	80
35	VA	80
36	WR	83

Moreover, the data in the table 4.10 was analyzed by using SPSS 16.0 version to know the mean, median, mode, standard deviation, score maximum, and minimum. The result of those analyzing could be seen in the table 4.11 as follows:

Table 4.11 The Output Statistic Data of NHT Group in Post-test

Statistics

POSTTEST_MIA1_NHT

N	Valid	36
	Missing	0
Mean		76.78
Median		79.50
Mode		83
Std. Deviation		8.715
Variance		75.949
Range		38
Minimum		50
Maximum		88
Sum		2764

The table 4.11 showed that the results from computation of the statistics post-test in NHT were mean of the post-test in XI MIA 1 was 76.78, the median was 79.50, the mode 83, standard deviation was 8.715, score minimum was 50, and the score maximum was 8.

Table 4.12 The Frequency Distribution of NHT Group's Score in

Post-test

POSTTEST_MIA1_NHT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.8	2.8	2.8
	54	1	2.8	2.8	5.6
	63	2	5.6	5.6	11.1
	68	2	5.6	5.6	16.7
	70	2	5.6	5.6	22.2
	75	6	16.7	16.7	38.9
	79	4	11.1	11.1	50.0

80	4	11.1	11.1	61.1
83	12	33.3	33.3	94.4
88	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Table 4.12 was numbers of the frequency distribution of students' post-test score in XI MIA 1 which treated by using NHT. Those numbers were categorized in score's criteria and the result was elaborated in the following:

a. No students got score in between 25-40. It could be meant that was no criteria very poor.

b. Two students got score 41-55, which meant the students' score were poor.

c. Six students got score in between 56-70, which meant the students' score were fair or average

d. Twenty six students got score in between 71-85, which meant the students' score were good

e. Two students got score in between 86-100, which meant the students' score were excellent.

3. **The Differences of Students' Writing Ability in Hortatory Text when They are Taught by Using Roundtable Technique and Numbered Head Together (NHT)**

This part revealed the difference score of students' writing ability after the students got the treatment. The score was taken from the

result of post-test that was done. The result could be seen in the table

4.13 as follows:

Table 4.13 The Difference of The Students' Score that Taught by

Using Roundtable Technique and NHT

No	Name	Score of Roundtable	Name	Score of NHT
1	AM	84	AR	83
2	AP	66	AN	75
3	AZ	65	AH	70
4	AW	63	AS	68
5	DA	64	DN	80
6	DV	63	DA	83
7	DS	71	DR	83
8	DR	68	DF	68
9	EA	75	DH	83
10	FN	70	FW	80
11	FF	66	HA	70
12	HK	50	HS	88
13	IL	78	IS	75
14	KA	63	IH	75
15	KM	70	IA	83
16	LK	65	LR	75
17	MA	71	LH	83
18	MF	66	LM	79
19	MY	63	MN	75
20	NA	66	MB	63
21	NK	69	MD	50
22	NN	66	MA	75
23	ND	75	MT	88
24	NB	75	MG	83
25	PN	66	MI	54
26	RJ	83	NA	83
27	SF	63	NZ	83
28	SA	68	PA	79
29	SR	73	RL	79
30	SF	71	RK	83
31	SI	75	SK	63
32	SK	75	SF	83
33	TI	80	SN	79
34			UA	80
35			VA	80
36			WR	83

The table 4.13 showed the students' score of post-test in writing hortatory text that taught by using Roundtable Technique and NHT. To make the reader easy to read the comparison of the scores, in the diagram 4.1 was presented in the form of chart as follows:

Diagram 4.1 Chart Categorization of Test Taught by Using Roundtable Technique and NHT
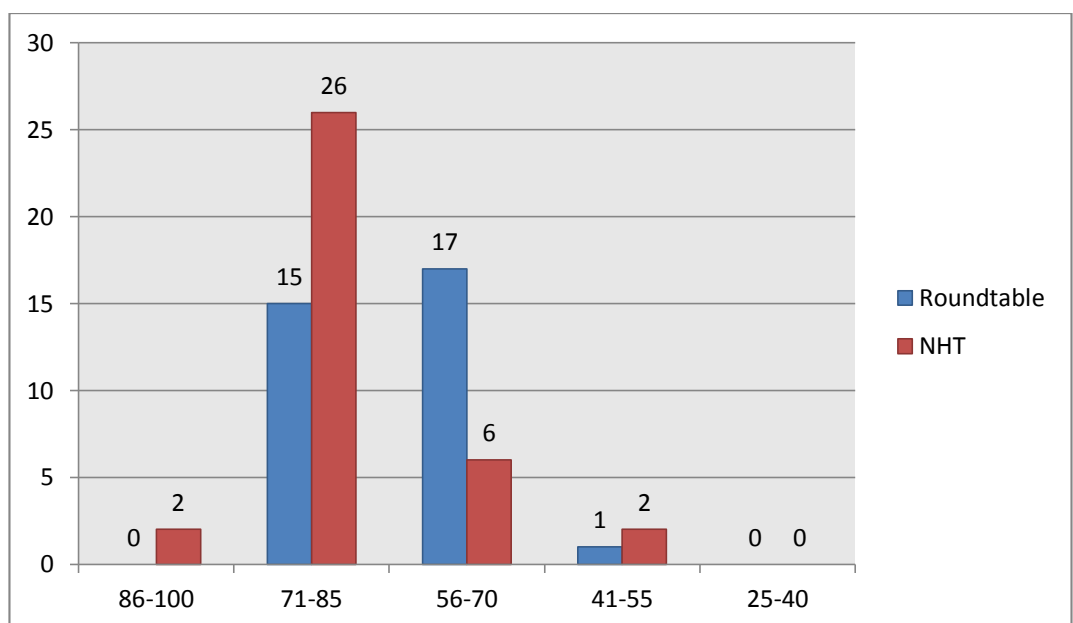
According to the figure 4.1, it was showed that was zero student who got score 25-40 when taught by using Roundtable Technique and NHT. Then, there was 1 student who got score between 41-55 that taught by using Roundtable Technique and 2 students who got score between 41-55 that taught by using NHT. Next, there were 17 students who got score between 56-70 that taught by using Roundtable Technique and 6 students who got score between 56-70 that taught by using NHT. There were 15 students who got score between 71-85 that taught by using Roundtable

Technique and 26 students who got score 71-85, which taught by using Roundtable Technique and NHT. The last, there were zero students who got score between 86-100 that taught by using Roundtable Technique and there were 2 students who got score between 86-100 that taught by using NHT. It meant that the frequency of students' score who were taught by NHT more than those were taught by Roundtable Technique in excellent, good, and poor score's criteria. Meanwhile, the frequency of students' score who were taught by Roundtable Technique more than those who were taught by using NHT in fair score's criteria.

Furthermore, the writer provided statistic different score of the students, which taught by using Roundtable Technique and NHT. It could be seen in the table 4.14 as follows:

Table 4.14 The Output Statistic Data of Roundtable and NHT

Statistics

		ROUNDTABLE	NHT
N	Valid	33	36
	Missing	3	0
Mean		69.27	76.78
Median		68.00	79.50
Mode		66	83
Std. Deviation		6.811	8.715
Variance		46.392	75.949
Range		34	38
Minimum		50	50
Maximum		84	88
Sum		2286	2764

From the table 4.14 could be known that the mean of students' score in Roundtable was 69.27 and the mean of the students which taught by using NHT was 76.78. The median of students' score of Roundtable was 68.00 while the students' score of NHT was 79.50. The mode of students' score in Roundtable was 66 and the mode of students' score in NHT was 83. Next, standard deviation of students' score in Roundtable was 6.811 and standard deviation of students' score in NHT was 8.715. The variance of Roundtable was 46.392 while NHT was 75.949. The range of Roundtable was 34 and NHT was 38. The score minimum of students that taught by using Roundtable and NHT was same, it was 50. Then, the score maximum of Roundtable's group was 84 and NHT's group was 88. The total score the students who taught by using Roundtable was 2286 and NHT was 2764. It could be known that the mean of students' score in NHT group was higher than the mean of students' score in Roundtable Technique. So, it could be concluded that NHT was more effective than Roundtable Technique to teach hortatory text.

B. Hypothesis Testing

This study was conducted to know the significant different score between Roundtable Technique and Numbered Head Together (RNHT) in students' writing ability of 11th graders at MAN 3 Blitar. After the data that counted by using SPSS 16.0 version was normal distribution, it was suitable to be implemented by using t-test in analyzing the significant different of RNHT. Then, the kinds of t-test that used by the writer was Independent Sample Test. It was caused this study involved two groups of

students; they were XI IIS 1 as Roundtable group and XI MIA 1 as Numbered Head Together group.

Furthermore, from the result of t-test, it could be used to test the hypothesis. There were two hypotheses in this study; they were H_0 (Null Hypothesis) H_a (Alternative Hypothesis). Those hypotheses in this study was stated as follows:

1. If the p-value (significance value) is less than equal to 0.05 ($\alpha = 5\%$), the H_0 is rejected and H_a is accepted. It means that there is significant difference score of students' writing ability in hortatory text taught by using Roundtable Technique and Numbered Head Together (NHT).

2. If the p-value (significance value) is greater than to 0.05 ($\alpha = 5\%$), the H_0 is accepted and H_a is rejected. It means that there was no significant different score of students' writing ability in hortatory text taught by using Roundtable Technique and Numbered Head Together (NHT).

The result of hypothesis testing could be seen in the table 4.15, as follows:

Table 4.15 The Result of Independent Sample T-Test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS'SCORE	ROUNDTABLE	33	69.27	6.811	1.186
	NHT	36	76.78	8.715	1.452

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STUDENTS' SCORE	Equal variances assumed	1.246	.268	-3.960	67	.000	-7.505	1.895	-11.288	-3.722
	Equal variances not assumed			-4.003	65.416	.000	-7.505	1.875	-11.249	-3.761

According to the table 4.15, it presented that in Levene's Test for Equality Variances had the value of F=1.246 with (p=0.268). It meant that p was higher than 0.05. It indicated that there was no difference in variance data or the data was equal or homogeneous. If the data was homogeneous, it could be seen in "Equal variances assumed". As stated in the table 4.14 the value of df was 67 (df=67). Then, the way to test the hypothesis whether the H_0 was rejected or not, it could be done by comparing p-value with the standard level significance (0.05). It is related with the explanation from Balvanes & Calputi (2001) that the convention

to reject the null hypothesis was when the p-value of the obtained statistic was less than or equal to 0.05. Then, as like in the table 4.14, it could be seen that the p-value was 0.000. Given that the current test was one-tailed test, so the p-value 0.000 had to be divided by 2 or (0.000 : 2 = 0). The significant level was 0.05. Then, the result of t-test above was the p-value (Sig) 0 lower than 0.05 or 5% (0<0.05). It meant that H_0 was rejected and H_a was accepted. It could be concluded that there was significant different score between the students who were taught by using Roundtable Technique and NHT.

Furthermore, table 4.14 also showed that there was difference mean of the Roundtable Technique and Numbered Head Together (NHT). The mean Roundtable Technique was 69.27 and NHT was 76.78. It could be interpreted that the mean of NHT was higher than the mean of Roundtable Technique . Therefore, it could be concluded that Numbered Head Together (NHT) Technique was more effective to improve the students' writing ability in writing hortatory text than Roundtable Technique in 11th graders.

C. Discussion

Based on the research findings, this part will discuss about how the research findings was implemented with the theory.

1. **Students' Writing Ability in Hortatory Text by Using Roundtable Technique**

The purpose of this study was to find out whether there is significant different score between the students who were taught by using Roundtable

Technique and those taught by using Numbered Head Together to teach writing of hortatory text or not. In finding that aim, the writer used 2 groups as the sample in this study, they were XI IIS 1 as Roundtable group and XI MIA 1 as NHT group.

Then, the Roundtable Technique was implemented in XI IIS 1 twice after they were given pre-test. According to Maccafferty (as citied in Sifa, 2014) Roundtable Technique is one of the technique in cooperative learning which implements learning that requires all group members to participate in turn by forming groups in a circle. So, the students in XI IIS 1 were invited to make a group that consisted of 5-6 members to apply this technique. They sat down in O shape and surrounded the tables in front of them. The writer gave a paper for each group and they asked to provide a pen in a group. They started to write of hortatory text with the topic that they chose. They started to write from the first member and then, the paper and pen was turnaround to the second member until to be a text of hortatory.

Those steps of applying Roundtable was in line with the procedure by Kagan (1990, p. 21) and Barkley (2005, p. 72) that each group in applying Roundtable Technique consist of 4-6 persons, a paper, and a pen/pencil. Each member of groups has to write his or her answer in the paper in turn, ask the students pass the paper to next students, who follows the same steps, inform the students when the process is complete when all members have participates and all ideas are on paper.

By taking turn the paper in applying Roundtable Technique, it made the students of XI IIS 1 to be active. It required the students' responsibility to take a part in making hortatory text. Each member had to contribute in giving the idea to make hortatory. This findings was strength the theory by Kagan (1994, p. 634) that Roundtable Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit a round table. As a result can be seriously attention so that students of the group would actively produce a piece of writing hortatory text in their part.

At the first treatment of Roundtable Technique, the students were little bit confused doing this technique. It was related with the statement of Harms and Mayers (2013, p. 43) that implementing Roundtable Technique may appear complicated at first, but with careful introduction and explanation teacher can implement them with great success. Therefore, the writer tried to explain Roundtable Technique and the rules to do the technique as clear as possible. To make the students were easier in understanding this technique; the writer demonstrated how Roundtable Technique was. Then, in the second treatment of Roundtable Technique, the students in XI IIS 1 had understood well. When the writer invited them to write of hortatory text by this technique, they did not ask many questions about the technique.

Moreover, according to the findings from this study proved that by using Roundtable Technique could give advantage to the students' writing ability. It could be seen from the result from the mean of students' score in

pre-test that was 56,67 and the mean of students' score in post-test that was 69,27. Those result showed that there was significant different score from the students that before getting treatment and after students getting the treatment of Roundtable Technique. Then, by applying this technique, the students looked enthusiasm during the teaching and learning process. They could encourage each other in a group to take a part in writing of the text. It was strength by Pratiwi Eka (2018) that applying Roundtable technique in teaching writing could create better atmosphere of lesson and could help the students were interesting in teaching and learning process. Kagan (1992, p. 88) also stated that Roundtable Technique is one of cooperative learning which is group learning activity on the socially structured exchange of information between learners in group and motivates to increase the learning.

Finally, it could be conclude that Roundtable technique could stimulate the students' writing ability be better. They could learn of English especially in writing of hortatory text in fun way. They became active to give contribution in a group. Then, they could motivate each other when one of the members wrote their ideas about the topic. This finding was in line with the previous studies by Hapsari (2011), she found that by using Roundtable Technique could increase the students' interest in writing, and the students gave well response during the learning process. Thus, Roundtable Technique was one of the techniques that gave positive effect and could be used to teach writing especially in hortatory text.

2. Students' Writing Ability in Hortatory Text by Using Numbered Head Together (NHT) Technique

The aimed of this study was to know the significant different students' score between two techniques to teach writing hortatory text, they were Roundtable Technique and Numbered Head together (NHT). While the Roundtable Technique was implemented in XI IIS 1, and then NHT was applied in XI MIA 1. This technique was applied in this class as the treatment for the students. This treatment was applied twice; they were on 11th March, 2020 and 12th March, 2020.

NHT was one of the techniques in cooperative learning that the students used number on their head during the discussion process. It became the characteristic of this technique. According to Hunter et al (2015) that NHT is an alternative technique in teaching and learning process that actively engages all students simultaneously in cooperative, content-related discussion. Thus, the students of XI MIA 1 were invited to make group that consisted of four students in each group in implementing of NHT. Each group were given numbers 1-4 that they had to use in their heard. Each member had to do a question based on the number that she/he used. Then, they were let to discuss with their group to answer the questions. The last, the writer called the number randomly, and the student that got that number must represent the result of writing hortatory text of her/his group. This step was in line with Kessler (1992, p. 17) that NHT is a simple four step cooperative learning structure as follows (1) students numbered off within groups, (2) the teacher asks the students question, (3)

the students put their head together and make sure every member know the answer, (4) the teacher calls randomly in group and she/he must be represent her/his group.

The students of XI MIA 1 were interested with NHT. While the writer explained the rule in applying this technique, some of them asked about this technique. Then, the writer gave explanation NHT and its rule as clear as possible. During the discussion process all, the groups were focus with the case and questions that had been given by the writer. They divided the task based on the number that they got. They discussed the answer together. There was one member in a group who still confused, but the other tried to give explanation to him and he understood what did mean of the case that they got. So, they helped each other in a group. They were active during the teaching and learning process. It was related with the finding of the previous study by Hanifah (2016), she said that by using NHT in teaching and learning process, it can lead the students to be more active in learning process by discussing the topic given by teacher questioning something that they have not understood, sharing ideas to others in solving problem.

In addition Laura Candle and Kangan (1992, p. 8) quoted by Sigmin (2004, p. 6) that citied from Kasyulita (2015, p. 35) stated that Numbered Head Together (NHT) is a group of learning activity organized so that learning is dependent or the social structural exchange of information between learners is held accountable for his own learning and it motivated to increase the learning others. Thus, by using NHT also could increase the

students' motivation of the students in XI MIA during following the process of learning especially in writing of hortatory text which it became one of the complicated skill in learning English. It was supported by the statement from Savova and Richard quoted by Vivi (2005, p. 15) citied from Kasyulita (2015, p. 35) that the feeling of positively contributing to the successful achievement of task, typical for NHT increase students motivation learning English.

Furthermore, according to the finding in this study, by using NHT in teaching writing of hortatory text, the students' writing ability of XI MIA improve. It could be seen from the result of students' score in post-test that compared by the students' score in pre-test. Those data were computed by using SPSS 16.0 version, the result of mean in students' pre-test score was 58.36, and the mean of students' post-test score was 76.78. It meant that there was significant difference score between the students' pre-test score and post-test score and the post-test score was higher than pre-test score. So, it could be concluded that NHT was the technique that could develop the students' writing ability in writing hortatory text of 11th graders.

3. **The Discussion of Analysis Data on Significant Differences between Students' Writing Ability Taught by Using Roundtable Technique and Numbered Head Together (NHT) (NHT)**

The purpose of this study was to find out whether there was significant difference score between the students who were taught by using Roundtable Technique and those taught by using Numbered Head

Together (NHT) and then which one was more effective between those techniques toward students' writing ability of hortatory text in 11th graders. The writer administered test pre-test and post-test to get the data. After that, the data obtained was analyzed by using SPSS 16.0 version.

Then from the result of data analysis, it presented the mean of Roundtable Technique was 69.27 and the mean of NHT was 76.78. The median of Roundtable was 68.00 and the median of NHT was 79.50. The standard deviation of Roundtable was 6.811 and NHT was 8.715. The score minimum of Roundtable was same with NHT that was 50. The score maximum of Roundtable was 84 and the score maximum of NHT was 88. The total score of Roundtable was 2286 and NHT was 2764. It could be interpreted that there was significant different score between the students who were taught by using Roundtable Technique and NHT. The mean of students' score that taught by using Numbered Head Together was higher than the mean of students' score of group Roundtable Technique.

Related with the statistic calculation of Independent Sample T-test by using SPSS 16.0 version, the result of Sig. (2-tailed) showed that the significant value of the group was 0.000. Then, Sig. value had to divided two and the result was 0 (0.000:2 = 0). The significant level was 0.05, since 0 was smaller than significance level (α) 5% or 0.05. It means that null hypothesis was rejected, so there was significant different score between the students taught by using Roundtable Technique and those taught by using Numbered Head Together (NHT). In addition, it was also proven by presenting the different score between Roundtable Technique

and NHT, which the mean of students' score that taught by using Roundtable was 69.27 while the mean of NHT was 76.78. It could be concluded that NHT was the technique which more effective than Roundtable Technique to teach writing of hortatory text in 11th graders.

Furthermore, NHT was more effective than Roundtable Technique since the atmosphere or situation and condition in teaching and learning process in this technique was calm and comfortable to conduct discussion in delivering the ideas. It was supported with the findings by Soliha (2018) that the situation and condition during applying NHT could make the students felt comfortable with the atmosphere of group when doing the task. Therefore, the students could write easier in NHT than in Roundtable. It was different in Roundtable Technique, which the students were active in giving support to their friends that got turn to write. So, the situation was little bit crowded and it made the students difficult to think clearly. However, according to result of analyzing the students' writing ability in Roundtable Technique group, it developed than before the students got this technique as the treatment.

Then, the findings in this study supported the result of the existing previous studies. The result of this study matched with the findings of a study that was conducted by Pratiwi (2012) under the title "The Use of Numbered Head Together Technique to Improve Writing Recount Text at The Second Year Students of Junior High School 5 Tambang of Tambang District Kampar Regency." In her researched was found that 81% of students be able to pass the post-test with the good score. It was different

with the result of pre-test that showed 86% students could not pass the pre-test. Therefore, it could be understood that there was significant influence by using NHT to teach writing of hortatory text in 2nd graders at SMP 5 Tambang Kampar.

According to Kasyulia (2015) with her research under the title " The Effect of NHT on English Writing Descriptive Paragraph", she proved that there was significant difference effect in teaching writing descriptive text by using this technique toward the students in 2nd grade at SMP Nurul Falah Pekanbaru. She stated that NHT was one of the ways to make the students doing activities form or make students work together to improve their English writing ability. Related with this explanation, Romadhon (2018) also found in his research under the title "The Effectiveness of Using Two Stay and Two Stay and Numbered Head Together in Teaching Writing Narrative Text" that NHT was better in improving the format of the writing. The population of this research was the students in 10th grade at SMA Teuku Umar Semarang.

Beside according to Hanifah (2016) in her research under the tittle "Improving Students Engagement Writing Using Numbered Head Together (NHT), she found that NHT was an alternative teaching technique that benefits both for students' achievement and teaching process. The implementation of NHT could improve the student engagement in learning English especially in writing skill. It had been proved through the students' score of pre-test and post-test that done. The students' score of post-test was higher that students' score of pre-test.

Therefore, she recommended to implement NHT to improve the students engagement in teaching and learning process.

Other research was conducted by Rachman and Hermatantya (2017) under the title "The Effectiveness of Numbered Head Together Technique in Teaching Writing Hortatory Exposition Text". The aim of this research was to know the significant difference of using NHT compare to talking stick in teaching writing hortatory exposition text in Eleventh Grade at SMA Wachid Hasyim Surabaya. Then, the result of this research was NHT got the positive response from the students. They stated that by using NHT in teaching writing, it could make the students more active and motivated them in learning English. It meant that there were significant difference effect between NHT and talking stick in teaching writing of hortatory exposition and NHT was more effective than talking stick.

In addition, Soliha (2018) in her research with the title "A Comparative Study on Effectiveness of Using Numbered Heads Together (NHT) and Roundtable Technique towards Students' Ability in Writing Descriptive Text of Seventh Grade at SMPN 3 Kedungwaru", she proved that NHT was the technique which more effective to teach descriptive text. She explained that NHT was effective than Roundtable Technique since this technique could make the students felt comfortable with the atmosphere of group when doing the task, so the students could write the descriptive text easier.

According to the findings in this study, Roundtable and NHT were to be good technique and could give positive effect to teach writing

especially in hortatory text. So, Roundtable Technique and NHT was effective to teach writing of hortatory text in 11th graders. However, NHT was to be the technique which is more effective than Roundtable Technique in teaching writing of hortatory text in 11th graders at MAN 3 Blitar. It was appropriate with the statement from Hunter (2015) that said NHT is an alternative teacher questioning technique that actively engages all students simultaneously in collaborative, content-related discussion. It also in line with Kagan (2000) that said NHT wil make the students share information each other, listen carefully, speak, and answer the the question properly especially in construct the ideas in writing so the students can be more active in the teaching and learning process. The findings and those statement shows that NHT is to be the teachnique which more effective than Roundtable Technique to improve the students' writing ability in hortatory text that needs the strong argument in their writing. Then, by using NHT the students can discuss and share the ideas in comfortable atmosphere when doing the task so the students can write easier.