

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of data (score) of each variable, testing hypothesis which explains the result of the statistic computation, and the discussion of the finding.

A. Research Findings

Research findings were described by providing table, chart and graph. The sample of this study were seventh grade students of D class and E class where each class of SMPN 3 Kedungwaru that consisted of 32 students (D class) and 31 students (E class). They were given test after the researcher gave the different treatment to each class. D class was given treatment taught by using Numbered Heads Together (NHT) Technique and E class was given treatment taught by using Roundtable Technique. It was done to know the comparison of students' ability in writing descriptive text.

The description of data discussed about the data of each variable and reports being computed using descriptive statistic like histogram, mean, standard deviation, etc. The results of statistic computation were as follows:

1. The Students' Ability in Writing Descriptive Text after being Taught by Using Numbered Heads Together (NHT) Technique

In the process of teaching writing, the Numbered Heads Together (NHT) was applied in D class that consisted of 32 students. In the process of teaching learning the students were active to follow the activities. The students were enthusiasm and pay attention to the lesson. Before starting to teach, the researcher explained the Numbered Heads Together (NHT) Technique to the students as clear as possible. It aimed to avoid the confusion of students and in order to make the students understood about the technique.

After explaining the technique to the students, the researcher gave the material related to the descriptive text. Then, after all the material were given, the students were asked to write. The students started to write the description from the simple way first. It means that the students wrote step by step. It started from writing only a phrase, simple sentences, complex sentences and then descriptive text in the form of paragraph.

In this class, the researcher used some questions to guide the students in writing. Each member of group was given number and they had to answer the question based on the number that they have got. The students did the process of writing in group, so it made them easier to practice. But, each students had their own responsibility with the number that they got. The researcher gave time to answer the question. When the students finished in answering the questions, the researcher called

the students' random number and asked them who got the number to read the answer. After all the questions had been answered, the researcher asked the students (in group) to arrange the answer into a paragraph.

After three meetings being taught using Numbered Heads Together (NHT) Technique, the researcher gave test to the students. It was done to get the students' score in writing descriptive text as the data of this study. The result of the test taught by using Numbered Heads Together (NHT) Technique was presented below:

Table 4.1 Frequency of test score taught by using NHT Technique

NHT				
	Frequency	Percent	Valid Percent	Cumulative Percent
65	1	3.7	3.7	3.7
70	2	7.4	7.4	11.1
75	4	14.8	14.8	25.9
80	4	14.8	14.8	40.7
Valid 82	3	11.1	11.1	51.9
85	5	18.5	18.5	70.4
90	6	22.2	22.2	92.6
92	2	7.4	7.4	100.0
Total	27	100.0	100.0	

The researcher also gave elaborate histogram to make the Frequency of data clear. The histogram of the test score taught by using Numbered Heads Together (NHT) Technique was presented below:

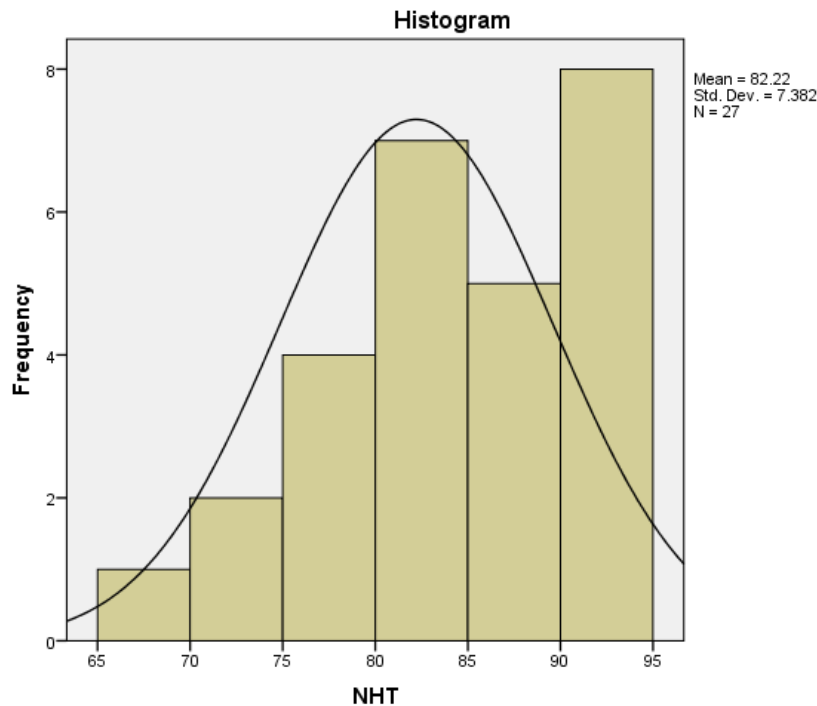


Figure 4.1 Histogram of test score frequency taught by using NHT Technique

The table and histogram above showed that score minimum was 65 and score maximum was 92. Score 65 had 1 frequency (3.7%), score 70 had 2 frequency (7.4%), score 75 had 4 frequency (14.8%), score 80 had 4 frequency (14.8%), score 82 had 3 frequency (11.1%), score 85 had 5 frequency (18.5%), score 90 had 6 frequency (22.2%), and score 92 had 2 frequency (7.4%).

Besides showing the frequency and the histogram of the result of test taught by using Numbered Heads Together (NHT) Technique, the researcher also showed

the maximum and minimum score, range, mean and standard deviation by using SPSS software 21.0 version. The data can be seen below:

Table 4.2 Statistic data of score taught by using NHT Technique

NHT		
N	Valid	27
	Missing	0
Mean		82.22
Std. Error of Mean		1.421
Median		82.00
Mode		90
Std. Deviation		7.382
Variance		54.487
Skewness		-.569
Std. Error of Skewness		.448
Kurtosis		-.375
Std. Error of Kurtosis		.872
Range		27
Minimum		65
Maximum		92
Sum		2220

From the table above, it can be seen that the highest score was 92 and the lowest score was 65, while the range was 27. The mean of variable was 82.22, the median was 82.00, and the mode was 90.

Here, the researcher made the categorization of the test score taught by using Numbered Heads Together (NHT) Technique. It can be seen below:

Table 4.3 Categorization score of test taught by using NHT

Intervals	Frequency	Categorization	Percentage
90 – 100	8	Excellent	30%
80 – 89	12	Good	45%
70 – 79	6	Fair	22%
60 – 69	1	Poor	3%
< 59	0	Very Poor	0%

The researcher also provided the chart about the categorization of students' test score taught by using Numbered Heads Together (NHT) Technique. The chart was presented below:

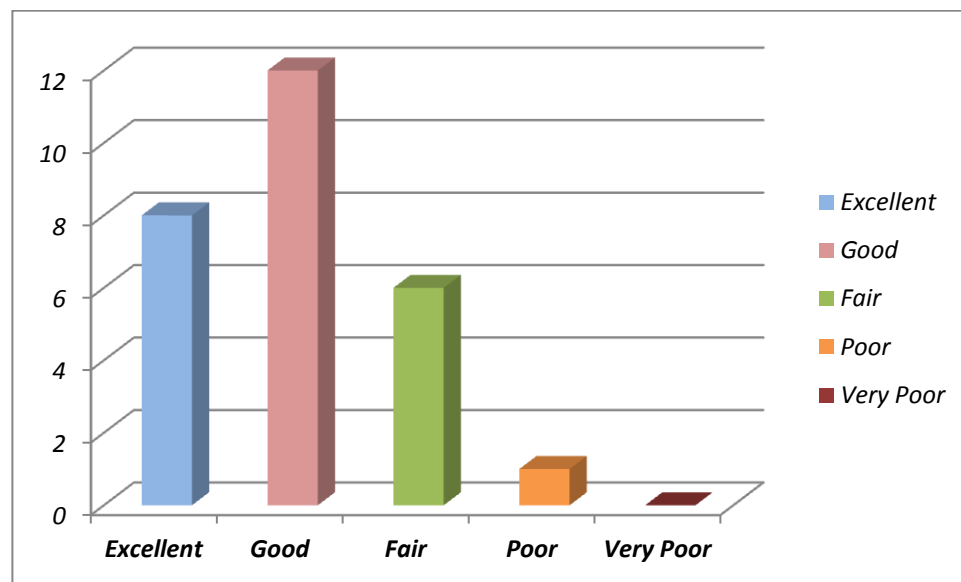


Figure 4.2 Chart Categorization of students' score taught by using NHT Technique

Based on the table and chart above, it can be seen that zero students or 0% got the score < 59 in very poor categorization. There was 1 student or 3% got the score between 60 – 69 in poor categorization. Meanwhile, 6 students or 22% got the score between 70 – 79 in fair categorization. There were 12 students or 45% got the score between 80 – 89 in good categorization. Finally, 8 students or 30% got the score between 90 – 100 in excellent categorization. It means that the students' ability in writing descriptive text taught by using Numbered Heads Together (NHT) Technique was in good category because 45% students got the score between 80 – 89.

2. The Students' Ability in Writing Descriptive Text after being Taught by Using Roundtable Technique

Roundtable Technique was applied in E class that consisted of 31 students. In the process of teaching activities the students were participate actively. Most of the students were enthusiasm and pay attention to the lesson. Before starting to tech, the researcher explained the Roundtable Technique to the students as clear as possible. It covered how the technique should be applied and the rules in Roundtable Technique, such as they had to sit around with their group and moved the paper around. It aimed to avoid the students of being confused doing the implementation of the technique.

After explaining the technique to the students, the researcher gave the material related to the descriptive text. After that, the researcher asked the students to write step by step. It started from writing phrase, simple sentence, complex sentence until

becoming a paragraph. The researcher gave a topic to each group and asked them to write a description in which every student in the group had to write one sentence. After the first student in the group finished, the paper take turn on the left side of the first student and the second student started to write another sentence to describe the topic. This activity continued until there was no description about the topic more. After all the students wrote the description about the topic, all the written sentences were arranged in a paragraph.

After three meetings taught by using Roundtable Technique, the researcher administered test to the students. It was done to get the students' score in writing descriptive text as the data of this study. The result of the students' score taught by using Roundtable Technique was presented in the table below:

Table. 4.4 Frequency of the students' score taught by using Roundtable Technique

	Frequency	Percent	Valid Percent	Cumulative Percent
60	2	6.5	6.5	6.5
70	4	12.9	12.9	19.4
75	8	25.8	25.8	45.2
80	6	19.4	19.4	64.5
82	3	9.7	9.7	74.2
85	6	19.4	19.4	93.5
90	2	6.5	6.5	100.0
Total	31	100.0	100.0	

The researcher also provided a histogram to show the frequency of the attained data. The histogram of the test score taught by using Roundtable Technique was presented below:

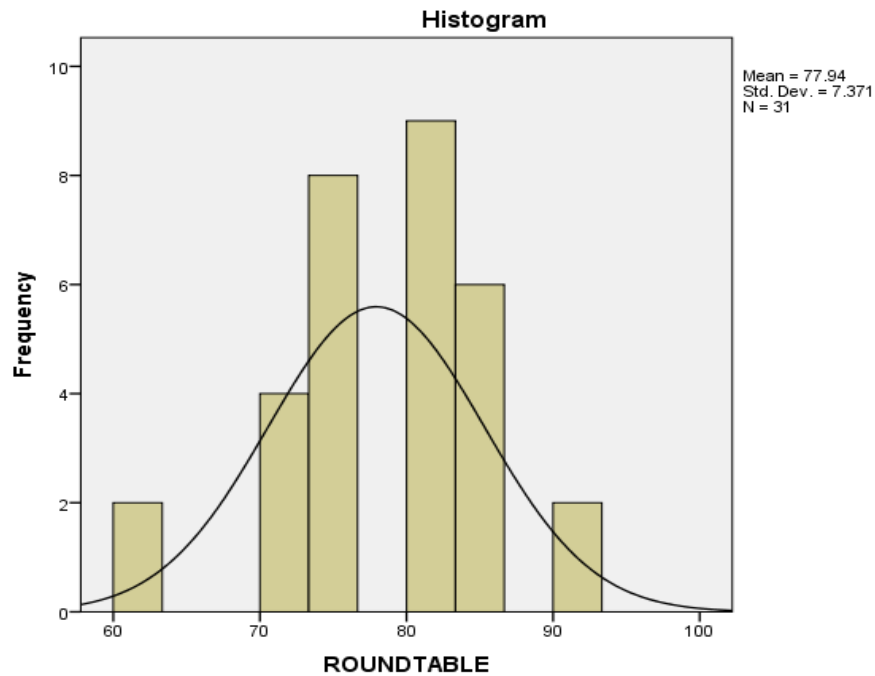


Figure 4.3 Histogram of students' score frequency taught by using Roundtable Technique

The table and histogram above showed that score minimum was 60 and score maximum was 90. Score 60 had 2 frequency (6.5%), score 70 had 4 frequency (12.9%), score 75 had 8 frequency (25.8%), score 80 had 6 frequency (19.4%), score

82 had 3 frequency (9.7%), score 85 had 6 frequency (19.4%), and score 90 had 2 frequency (6.5%).

Beside showing the frequency and the histogram of the result of test taught by using Roundtable Technique, the researcher also showed the maximum and minimum score, range, mean and standard deviation by using SPSS software 21.0 version. The data can be seen below:

Table 4.5 Statistic data of score taught by using Roundtable Technique

ROUNDTABLE		
N	Valid	31
	Missing	0
Mean		77.94
Std. Error of Mean		1.324
Median		80.00
Mode		75
Std. Deviation		7.371
Variance		54.329
Skewness		-.699
Std. Error of Skewness		.421
Kurtosis		.561
Std. Error of Kurtosis		.821
Range		30
Minimum		60
Maximum		90
Sum		2416

From the table above, it can be seen that the highest score was 90 and the lowest score was 60, while the range was 30. The mean of variable was 77.94, the median was 80.00, and the mode was 75.

Here, the researcher make the categorization of the test score taught by using Roundtable Technique as follows:

Table 4.6 Categorization score of test taught by using Roundtable

Intervals	Frequency	Categorization	Percentage
90 – 100	2	Excellent	6%
80 – 89	15	Good	49%
70 – 79	12	Fair	39%
60 – 69	2	Poor	6%
< 59	0	Very Poor	0%

The researcher also provided the chart about the categorization test score taught by using Roundtable Technique. The chart was presented below:

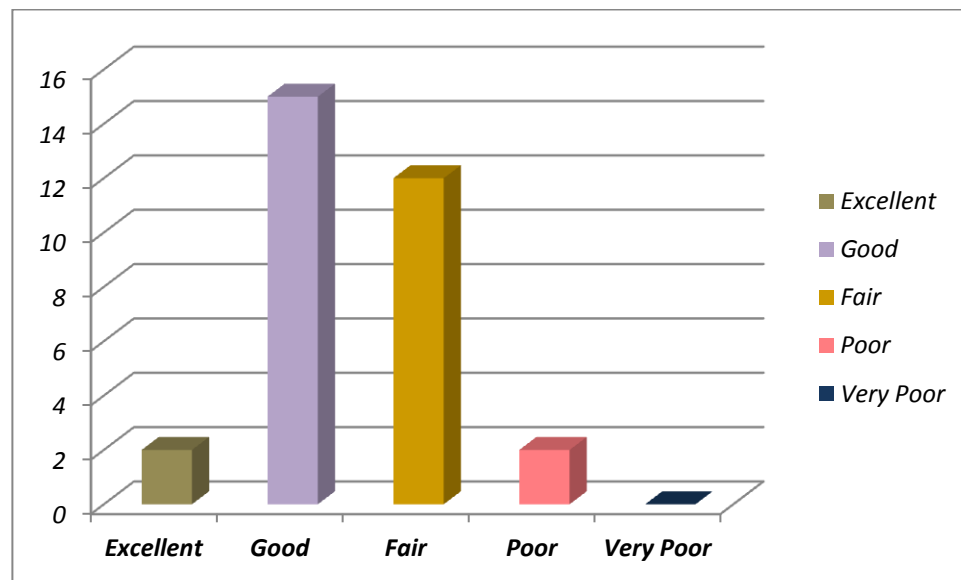


Figure 4.4 Chart Categorization of students' score taught by using Roundtable Technique

Based on the table and chart above, it can be seen that zero students or 0% got the score <59 in very poor categorization. There were 2 students or 6% got the score between 60 – 69 in poor categorization. Meanwhile, 12 students or 39% got the score

between 70 – 79 in fair categorization. Then, 15 students or 49% got the score between 80 – 89 in good categorization. Finally, 2 students or 6% got the score between 90 – 100 in excellent categorization. It means that the students' ability in writing descriptive text taught by using Roundtable Technique was in good category because 49% students got the score between 80 – 89.

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

Many techniques in teaching writing that can be used by the teacher in teaching learning process. The techniques that was used should be contributive to improve students' ability. Thus, the teacher should have a good technique in the teaching learning to teach the students. In this study, the researcher used two techniques to know the significant different score of the students in writing descriptive text. They were Numbered Heads Together (NHT) Technique and Roundtable Technique. It also aimed to know which technique is more effective in teaching writing descriptive text.

To know the significant differences score of the students taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique in writing descriptive text at the seventh grades students of SMPN 3 Kedungwaru, the

researcher analyzed the result of the test by using independent sample t-test and the result of this analysis was consulted with t-table.

Table 4.7 Statistic Significant different score of the students taught by using NHT and Roundtable Technique

Statistics		NHT	ROUNDTABLE
N	Valid	27	31
	Missing	4	0
Mean		82.22	77.94
Std. Error of Mean		1.421	1.324
Median		82.00	80.00
Mode		90	75
Std. Deviation		7.382	7.371
Variance		54.487	54.329
Skewness		-.569	-.699
Std. Error of Skewness		.448	.421
Kurtosis		-.375	.561
Std. Error of Kurtosis		.872	.821
Range		27	30
Minimum		65	60
Maximum		92	90
Sum		2220	2416

From the table above, the researcher got the data of the test taught using Numbered Heads Together (NHT) Technique and Roundtable Technique. The table above showed that the mean score of the test taught using NHT was 82.22 and the mean score of test taught using Roundtable was 77.94. The standard error of mean of NHT was 1.421 and Roundtable was 1.324. The median score of NHT was 82 and Roundtable was 80. The mode of NHT was 90 and Roundtable was 75. The standard

deviation of NHT was 7.382 and Roundtable was 7.371. The variance score of NHT was 54.487 and Roundtable was 54.329. The range score of NHT was 27 and Roundtable was 30. The minimum score of NHT was 65 and Roundtable was 60. The maximum score of NHT was 92 and Roundtable was 90. The total score of NHT was 2220 and Roundtable was 2416.

In this study, the researcher compared the students' score after being taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique. The score can be seen in the table below:

Table. 4.8 The difference score taught by using NHT Technique and Roundtable Technique

NO	Name	Score of NHT	Name	Score of Roundtable
1.	ADC	75	APP	75
2.	AK	92	AHS	70
3.	AIF	90	AEP	80
4.	ABY	85	DBS	75
5.	AGL	90	DH	85
6.	AP	85	DMD	70
7.	AES	80	DCN	90
8.	DM	85	ENS	80
9.	DN	75	ERD	75
10.	DA	80	FBS	82
11.	DS	90	FNK	85
12.	ES	85	HNY	60
13.	FAW	80	IF	85
14.	FIF	75	IRD	75
15.	FA	82	MRS	80
16.	NFA	70	MAG	85
17.	ND	90	MS	75
18.	IF	82	NL	80
19.	MF	82	NKS	85
20.	NAE	75	RRS	75

21.	PN	80	RP	82
22.	RJ	65	RS	75
23.	SA	90	SPA	80
24.	TW	70	SNH	80
25.	VDW	92	SS	70
26.	WT	90	TA	75
27.	YP	85	TSA	60
28.			WDA	85
29.			WNS	90
30.			WWF	82
31.			YI	70

The table above showed the students' score of test in writing descriptive text taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique. To make the reader easy in reading the compared scores, the researcher provided a chart as follows:

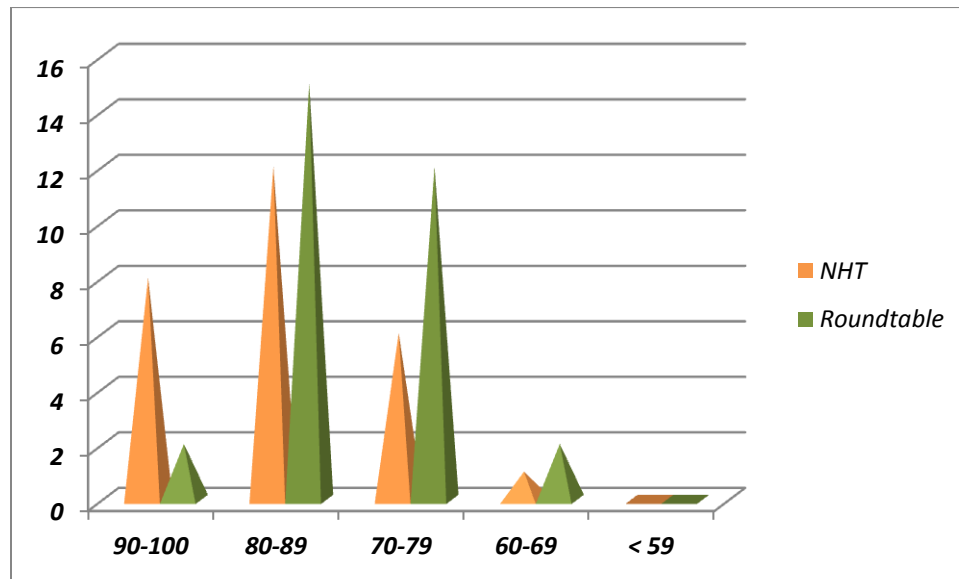


Figure. 4.5 Chart categorization of test taught by using NHT and Roundtable Technique

From the chart above, it showed that there was zero student who got score <59 when taught using NHT Technique and Roundtable Technique. There was 1 student who got score between 60 - 69 taught using NHT Technique and there were 2 students who got score between 60 – 69 taught using Roundtable Technique. There were 6 students who got score between 70 – 79 taught using NHT Technique and there were 12 students who got score between 70 - 79 taught using Roundtable Technique. There were 12 students who got score between 80 – 89 taught using NHT Technique and there were 15 students who got score between 80 - 89 taught using Roundtable Technique. There were 8 students who got score between 90 – 100 taught using NHT Technique and there were 2 students who got score between 90 - 100 taught using Roundtable Technique.

The researcher also provided the table of statistic that count using SPSS 21.0 version. It aimed to show the analyze of data in comparing the score of students' taught using Numbered Heads Together (NHT) Technique and Roundtable Technique.

Table 4.9 Table of group statistic T-Test

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	NHT	27	82.22	7.382	1.421
	ROUNDTABLE	31	77.94	7.371	1.324

The table group statistic T-Test above showed that N was the number of students of D class and E class of seventh grades of SMPN 3 kedungwaru. The technique used were Number Heads Together (NHT) Technique and Roundtable Technique. The mean of NHT was 82.22 and the mean of Roundtable was 77.94. Standard deviation of NHT was 7.382 and standard deviation of Roundtable was 7.371. Standard error mean of NHT was 1.421 and standard error mean of Roundtable was 1.324.

Table 4.10 Table of Independent T-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
Equal variances assumed	.003	.960	2.208	56	.031	4.287	1.942	.397	8.176
Equal variances not assumed			2.208	54.890	.031	4.287	1.942	.395	8.176

To know the degree of freedom, it was found the result from the formula below:

$$df = N1 + N2 - 2$$

$$= 27 + 31 - 2$$

$$= 58 - 2$$

= 56

So, the degree of freedom from the students' score was 56.

B. Hypothesis Testing

Hypothesis testing was used to test the hypothesis of the research. It was to test whether the null hypothesis (H_0) was rejected or not. They were two kinds of hypothesis, they were H_a (Alternative Hypothesis) and H_0 (Null Hypothesis). H_a said that there is significant different score in students' writing ability in descriptive text between taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique in seventh grade students of SMPN 3 Kedungwaru. Meanwhile, H_0 said that there is no any significant different score in students' writing ability in descriptive text between taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique in seventh grade students of SMPN 3 Kedungwaru.

The hypothesis was tested by using t-test through SPSS 21 version. The interpretations to test the hypothesis are stated as follow:

1. If the value of t-count was higher than t-table in the significant level at 5%, the H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It means that there was significant different score in students' writing ability in descriptive text taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique.

2. If the value of t-count was lower than t-table in the significant level at 5%, the H_0 (Null Hypothesis) was accepted and H_a (Alternative Hypothesis) was rejected. It means that there was no significant different score in students' writing ability in descriptive text taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique.

Based on the result of independent T-Test as stated in Table 4.10 above showed that the value of t-count was 2,208. To know the significant different score, it must be compared with the t-table. The t-table of this study in df 58 the significant level at 5% was 2,003. It showed that $2,208 > 2,003$. It means that the value of t-count was higher than t-table. So that H_0 was rejected and H_a was accepted. It can be concluded that there was significant different score between those taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique.

The table 4.9 above showed the difference mean of those techniques. It can be seen that the mean of NHT was 82,22 and Roundtable was 77,94. It can be concluded that the mean of NHT was higher than Roundtable. It means that Numbered Heads Together (NHT) Technique was more effective to improve the students' ability in writing descriptive text than Roundtable Technique.

C. Discussion

The discussion of this study focused on the ability of students in writing descriptive text after being given treatment and the analysis on significant differences between students' writing ability taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique.

1. Students' Ability in Writing Descriptive Text Taught by Using Numbered Heads Together (NHT) Technique.

In this study, the researcher conducted research in the class through doing teaching and learning activities. The researcher gave treatment and test to the student. The test is administered in order to know the students' ability in writing descriptive text after being given a treatment. The treatment was given in VIID class by applying Numbered Heads Together (NHT) Technique in teaching writing descriptive text. The researcher gave treatment to the student for three times. The first treatment was done on Saturday 27th January 2018, the second treatment was done on Tuesday 30th January 2018 and the last treatment was done on Saturday 3rd February 2018.

In the first meeting, the researcher introduced and explained the technique to the students. It aimed to make the student understand about the activity that they will do in the process of learning. All the students in the class looked enthusiasm with the researcher's explanation. Even, some students asked the question about the technique to the researcher. After the researcher finished in explaining the technique, the

researcher gave the material related to the descriptive text, such as structure of text, the language feature, and the tenses used.

When all the material have been explained, the researcher asked the student to do an exercise. The exercises here was firstly in the form of simple writing, such as writing words and phrases. According to Gintings (2014) good writing begins with understanding how to construct and use effective words. The researcher considered that the students were seventh grades, so the researcher taught them by practicing to write a simple sentences. Applying this technique, the students were divided into groups. Then, the researcher gave a text about descriptive and the students were asked to fill in the blank with correct words or phrases.

The students did the exercise in group, but every student answer different questions based on the number that she or he got. Most of the students did the researcher's instructions, although some male students were a little bit noisy. After the students finished do the task, the researcher called the number of student and asked the student who got the number to read the answer. Some students were shy and unconfident when they were asked to read their answer. However, most of them can read their answer clearly. In this stage, the researcher made sure that all the members of group understood and can explain the description of the topic. In this first treatment, the students were only asked to describe about things.

The second treatment was done on Tuesday 30th January 2018. In this second meeting, the researcher directly asked the students to write. The topic of the description was about animals. The researcher gave a topic and some questions about

the topic. The question just like asking about the color, shape and something the animal like to do. Then, the students wrote the answer of the questions in the form of sentences. Still in the same way, the students answered the question based on the number they got. In this step, each student wrote her or his own sentences. After all the students finished doing the task, the researcher asked the students to arrange the made sentences into a paragraph. A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order (Muslim, 2014). In this step, the students also learned to arrange the sentences into a good paragraph.

The last treatment was done on Saturday 3rd February 2018. In this last treatment, the students were asked to write a descriptive text about people. To increase the students interest to the material, the researcher asked students to make a conversation that consisted all member of group but still using a number just like student 1, student 2, and so on. This activity agreed with Ariyanti's (2016) statement that as teachers cannot always use the writing instruction such as asking the students to write one or two paragraphs regarding a certain topic. In making the conversation, the students were able to interact with their friends to produce some sentences. The topic of conversation must be about people. After that, the researcher asked the students to read the conversation in front of class. Ariyanti (2016) said "the teacher should understand that writing includes the activities of practicing, having guidance and also feedback from the teacher". In this stage, the students practice the

conversation with their group and the teacher added feedback when they make some mistakes.

After giving treatments, the researcher gave test to know the students' ability in writing descriptive text after being taught by using Numbered Heads Together (NHT) Technique. The test was administered on Tuesday 6th February 2018 to 27 students because 5 students were absent. After the researcher got the data from the students' score of test, the data were computed by using SPSS 21.0 version to be described.

Based on the statistic data and the table categorization can be inferred that students' ability in writing descriptive text was in good category, because 45% students got the score between 80-89 score. It means that the technique can increase the students' ability in writing descriptive text.

2. Students' Ability in Writing Descriptive Text Taught by Using Roundtable Technique

Applying this technique, the researcher conducted the teaching and learning activities in the classroom. This treatment was applied in VIIE class and the treatment was given to the students before the researcher administering test. The test was administered in order to know the students' ability in writing descriptive text after giving treatment. The treatment applied by the researcher was Roundtable Technique. The researcher gave a treatment to the student in three meetings. The first treatment

was done on Thursday 25th January 2018, the second treatment was done on Tuesday 30th January 2018, and the last treatment was done on Thursday 1st February 2018.

Before giving the treatment in the first meeting, the researcher explains about the technique that they would applied in the classroom. After explaining the technique, the researcher gave the material related to descriptive text. Then, after all the materials were given, the researcher asked the students to fill in the blank of descriptive text about things. The students were asked to write words and phrases. The researcher did this practice because it agreed with Husna's (2013) statement that "some students were still in doubt in choosing the correct words while composing descriptive text". As it happened in applying Numbered Heads Together (NHT) Technique, for the students were still in seventh grade, the teacher also asked the students to write from the basic. It aimed to introduce the students with the words in writing descriptive text.

The researcher gave one text in every group and each student must gave contribution in filling the blank in the text. After the first student filled in the blank number 1, the text was given to the second student to fill in the blank number 2. The text would go around until there were no blank in the text. In this stage, the structure encourages responsibility for the group and team building (Siregar and Hadriana, 2014). After that, the researcher asked them to check the results of their writing, then one member of group read the text. In this activity other students can learn the other groups' work. This practice was in line with Ariyanti (2016) who said that the teacher can not just collect the students' writing and give a mark on it.

The second treatment was done on Tuesday 30th January 2018. In this meeting, the researcher gave the topic to each group randomly. The topic was about animal. Then, the students were asked to describe the given topic. Each student wrote one sentence describing the topic and then the paper was given to other student in which the next student must continued to write the next sentence describing the same topic. After several minutes, the students finished in describing the topic. Some describing sentences about the topic that they wrote become a text. In this step, the students do not need a long time because each student gave a contribution.

The last treatment was done on Thursday 1st February 2018. In this meeting, the topic of the descriptive text was about people. Husna (2013) said that writing is an essential aspect of interaction on language teaching beside reading and speaking. So, the researcher asked the students to write the description about people in the form of conversation. All the member of group must give the contribution. The students do the instruction well. Then, the researcher asked the students to practice the conversation in front of class. At the first, the students were shy but finally they could did it well.

After doing the treatment, the researcher gave test to know the students' ability in writing descriptive text after being taught by using Roundtable Technique. The test administered on Tuesday 6th February 2018 to 31 students. After the researcher got the data from the students' score of test, the data were computed by using SPSS 21.0 version to be described.

Based on the statistic computation and the table categorization, it inferred that students' ability in writing descriptive text was in good category, because 49% students got the score between 80-89 score. It means that the technique can develop the students' ability in writing descriptive text.

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

Regarding to the research problem stated in the first chapter, the objective of this study was to know between the two techniques which technique was more effective used to improve the students' ability in writing descriptive text of the seventh grade students. The researcher analyzed the data by using SPSS 21.0 version, then the result was consulted with t-table at 5% significant level.

From the data analysis, the researcher got the mean of NHT was 82,22 and Roundtable was 77,94. The median of NHT was 82,00 and Roundtable was 80,00. The standard deviation of NHT was 7,382 and Roundtable was 7,371. The score minimum of NHT was 65 and Roundtable was 60. The score maximum of NHT was 92 and Roundtable was 90. The total score of NHT was 2220 and Roundtable was 2416.

The data analysis was intended to know significant difference score between Numbered Heads Together (NHT) Technique and Roundtable Technique toward students' writing ability in descriptive text. The researcher computed the data by

using descriptive statistic that was T-Test (independent t-test). The result of T-Test (independent t-test) showed that the total number of students was 58, the t value was 2,208, the degree of freedom was 56 and means difference of the variable was 4,287 and 95% confidence interval of the difference the lower value was 0,397 and the upper value was 8,176.

From the result of data analysis above, it can be concluded that there was significant different score in teaching writing by using Numbered Heads Together (NHT) Technique and Roundtable Technique. It was proven by the result of computation showing that the t -count was 2,208. It was higher than t -table at 5% significant level. In df (degree of freedom) 56 the significant level at 5% is 2,003. It showed that $2,208 > 2,003$. It means that H_0 was rejected, so there was significant different score between the students taught by using Numbered Heads Together (NHT) Technique and those taught by using Roundtable Technique. It was also proven by showing the different score between Numbered Heads Together (NHT) Technique and Roundtable Technique where the mean of NHT was 82,22 and Roundtable was 77,94. It can be seen that the mean score of NHT was higher than Roundtable Technique. So, it can be concluded that Numbered Heads Together (NHT) Technique was more effective to improve students' writing than Roundtable Technique.

Numbered Heads Together Technique was more effective than Roundtable Technique since this technique could make the students felt comfortable with the atmosphere of group or the condition when doing the task, so that the students could

write easier. It was strengthened the statement stated by Hunter (2015) that NHT is an alternative teacher questioning technique that actively engages all students simultaneously in collaborative, content-related discussions. Moreover, Numbered Heads Together (NHT) Technique did not only promote higher achievement and increase self-esteem but also improves student ability. It was strengthen by the statement of Kasyulita (2015) that Numbered head together is one of the ways to make the students doing activities in collaborative form or make students work together to improve their English writing ability.