

**THE IMPLEMENTATION OF COOPERATIVE LEARNING THINK-PAIR-SHARE (TPS) TYPE TO INCREASE THE STUDENTS' ABILITY IN WRITING REPORT TEXT IN THE ELEVENTH GRADE STUDENTS OF LANGUAGE PROGRAM OF MA HIDAYATUL INSAN PALANGKA RAYA**

**THESIS**

Presented to the Department of Education of the State Islamic College of Palangka Raya in Partial Fulfillment of the Requirements for The Degree of Sarjana Pendidikan Islam



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THE IMPLEMENTATION OF COOPERATIVE LEARNING THINK-PAIR-SHARE (TPS) TYPE TO INCREASE THE STUDENTS' ABILITY IN WRITING REPORT TEXT IN THE ELEVENTH GRADE STUDENTS OF LANGUAGE PROGRAM OF MAHDAZZATUL FASSAN PALANGKA RAYA

THESIS

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Peace be unto you and God's mercy and blessing as well.

By reading and analyzing of your thesis's revision, we think that your thesis in the name of:

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## ABSTRACT

Somingan, 2009. The Implementation of Cooperative Learning Think-Pair-Share (TPS) to Increase the Students' Ability in Writing Report Text in the Eleventh Grade Students of Language Program of MA Hidayatul Insan Palangka Raya.

There were two basic problems in this research: first, how can cooperative learning think-pair-share (TPS) improve the students' ability in writing a report text. Second, how the students' responses about teaching learning by using cooperative learning Think-Pair-Share (TPS) type. This research was used experimental design and the techniques of collecting data used test and questionnaire. The numeric data of students' test were analyzed by using  $t_{test}$  formula. The students were involved in this research 29 students.

Based on the hypothesis test, the value of  $t$  from the test result calculation for  $t_{test}$  ( $t_o$ ) was 5.17. Based on the level significant 5% to 1 % with d.f or db =  $N-1$  ( $29-1$ ) = 28,  $t_{table}$  was 5 % = 2.05 and 1 % = 2.76 it can be written  $2.05 < 5.17 > 2.76$ . Because  $t_{test}$  ( $t_o$ ) from the result was higher than  $t_{table}$ , so  $H_a$  was accepted and  $H_o$  was rejected. It means that teaching Writing Report Text by using Cooperative Learning Think-Pair-Share (TPS) type gave effect to the students' achievement of the eleventh grade Students of language program of MA *Hidayatul Insan* Palangka Raya

The result of students' responses toward Cooperative Learning TPS type, it was generally stated that they were enjoy in teaching learning by using Cooperative Learning TPS type.



## ABSTRAK

Somingan, 2009. Penerapan Pembelajaran Kooperatif Jenis Think-Pair-Share (TPS) Untuk Meningkatkan Kemampuan Siswa Dalam Menulis Teks Report Di Kelas Sebelas Jurusan Bahasa MA Hidayatul Insan Palangka Raya.

Setidaknya ada dua rumusan masalah yang diangkat dalam penelitian ini; pertama; bagaimanakah pembelajaran kooperatif dapat meningkatkan kemampuan siswa dalam menulis teks report. Kedua, bagaimana tanggapan para siswa setelah mengikuti pembelajaran kooperatif jenis Think-Pair-Share (TPS)

Dalam penelitian ini, penulis menggunakan rancangan eksperimen yang hanya terdiri satu kelompok tanpa ada kelompok pembandingan, mereka mendapatkan pre-test dan post-test. Instrumen yang digunakan untuk mengumpulkan data berupa tes dan angket, untuk menghitung data angka, penulis menggunakan rumus t-tes. Sedangkan Jumlah siswa yang terlibat dalam penelitian ini berjumlah 29 siswa.

Dari hasil perhitungan rumus t-tes diperoleh 5.17. mengacu pada tingkat signifikansi 5% hingga 1 % dengan derajat kebebasan (d.f atau db) = N-1 (29-1) = 28 harga t pada  $t_{table}$  adalah 5 % = 2.05 dan 1 % = 2.76. dapat ditulis menjadi  $2.05 < 5.17 > 2.76$ . karena hasil perhitungan t-tes lebih besar dari harga atau nilai  $t_{table}$ , maka hipotesis alternatif diterima dan hipotesis nihil ditolak. Itu berarti pembelajaran cooperative memberi pengaruh yang signifikan pada kemampuan menulis para siswa kelas sebelas bahasa MA *Hidayatul Insan* Palangka Raya

Sedangkan dari hasil tanggapan siswa tentang pembelajaran kooperatif jenis TPS, pada prinsipnya mereka menikmati dan merespon positif tentang pembelajaran kooperatif jenis TPS.



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Praise to God the almighty, for his mercy and blessing, so that the writer can accomplish her thesis entitled “The Implementation of Cooperative Learning Think-Pair-Share (TPS) Type to Increase the Students’ Ability in Writing Report Text in The Eleventh Grade Students of Language Program of MA Hidayatul Insan Palangka Raya”

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Palngaka Raya, December 9<sup>th</sup>, 2009

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## DECLARATION OF AUTHENTICATION

In the name of God,

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If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, December 2. , 2009

My Own Declaration,



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MOTTO

“Never say die”

(Never give up; while there's life, there is hope)

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# **Chapter I**

# **Introduction**



## CHAPTER I INTRODUCTION

### A. Background of the study

Language is to represent one of human's potentials, without language can be believed that human cannot develop their civilization. Language becomes very important because its function as communication media which may people to communicate to each others. It can say that the advance of science, technology and throughout life aspects such as education, social, politic, and economy. Those all are caused by involving of some languages in it.

Jujun S states, "*Tanpa mempunyai kemampuan berbahasa ini maka kegiatan berfikir secara sistematis dan teratur tidak mungkin dapat dilakukan. Lebih lanjut lagi manusia tidak dapat mengembangkan kebudayaan...*"<sup>1</sup> (without language competence, so systematic and regular thinking activity cannot be carried. As addition human cannot develop culture.

The statement above informs us that human cannot think systematically and create a culture except use language. Language will be bridge to interact and express our minds to respondent. However, although we use the language in our daily activities to communicate each others, we are not aware that language we used, it is composed by some complex system, elements such as; Phonology, Morphology and Syntax etc.

The importance of language competence to support effective communication widely, as result, human endeavor to study some languages. One

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<sup>1</sup> Jujun S. Suria Sumantri, *Filsafat Ilmu Sebuah Pengantar Populer*. Jakarta: Pusataka Sinar Harapan, 2002, p. 171.

of the most popular languages is English. It is caused as international language. So, many people who are not English native speakers, it is a foreign language after mother tongue. This condition is also happened in Indonesia. English is a foreign language used widely throughout the world. For this reason, almost every school in Indonesia has taught it since elementary until University or College. It is as a part curriculum established by government. In English subject each students is expected to master the English actively and passively.

The Students' English competence can be measured as well spoken or written. Writer means with spoken here is students using English to communicate verbally; they will get English verbal naturally when they live among people (environment) where the English used intensively. Shortly, verbal competence (speech) will be gotten easily although without learn it formally such as at schools. It is very different to written competence, where it is tied by many language patterns (grammar) and vocabularies. If they break the patterns in writing (using ungrammatical writing) so, what they writes, it can not convey any thoughts clearly and completely. Because of this, written competence is also considered as difficult skill for most senior high school students.

Dornn Byrne gives some reasons why writing is difficult, he says, "We can know begin to understand why writing is a difficult activity for most people, both in the mother tongue and in a foreign language. We shall look at the problems which are caused by writing under three heading- psychological, linguistic and

cognitive—although these inevitably overlap to some extent.<sup>2</sup> There are at least three important points of his statement. That is, psychological, linguistic and cognitive problems in writing. More about the points he stated that psychologically writing on other hand, is essentially a solitary activity and the fact that we are required to write our own, without possibility of interaction of benefit feedback, in it self makes the act of writing is difficult. Linguistically, in writing we have to compensate for the absence of these features (its means in speech, for detail see Dornn Byrne, *Teaching Writing Skill* page fourth): we have to keep the channel of communication open through our open to effort and to ensure. Both through choice the sentence structure and by the way our sentence our sentence linked together and sequenced, that the text we produce can be interpreted on its own. Then cognitively, writing, on other hand is learned through a process of instruction: we have to master the written for of the language and to learn certain structures which are less used in speech, perhaps not used at all. But which is important for the effective communication writing. We have to learn how to organize our ideas in such a way that can be understood by a reader who is not known to us.<sup>3</sup>

Writing is one of four basic skills. It is very important in teaching and learning English. It involves some language components (spelling, grammar, vocabulary, and punctuation). It is as a productive skill, in this case a teaching

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<sup>2</sup> Donn Byrne, *Teaching Writing Skill New Edition*, London and New York: Longman, 1988. p. 4

<sup>3</sup> *Ibid.* 4-5

method or special treatment; it is too needed in teaching writing. Teaching writing is done by using inappropriate way in teaching it, it will be difficult to produce a good writing.

Now, writing skill is still regarded complex for most students, it can be known how the students writing, and how long they must compose an essay. From writer's pre-observation where the writer also as English teacher found the both problem. Namely, they still write ungrammatical and take long time to make an essay. Besides that, the students have not been motivated yet in writing English text. The condition makes the writer thinks to overcome this. However, In another aspect writer looks some students have potentials in writing English text such as some of them mastery in vocabulary, grammatical rhetorical and different motivation in learning etc. However the problem is in writing English text needs to combination among vocabulary, grammatical and rhetoric in order to written English understandable and state complete thoughts.

Looking diversity students in writing English text writer wants to apply a Method / learning model which may help them to find appropriate way in writing English. It is a learning model based on Mutual-cooperation, helping each others to solve problem and to get better together. A Method like this, we call with *Cooperative Learning*.

Cooperative Learning as a learning model is based on a philosophy which says that human is a social creature. They are mutual each other. They can not live without another. It is caused; they have limitation of competence and

inelegancy. However, with the existence of the others, they can complete each other. Where this philosophy opposite with a theory is stated by Charles Darwin which says that “who has strong will win and survive”.<sup>4</sup> From this philosophy, then we know as *Competition learning Model*. Which, this competition model is most applied in Schools in Indonesia widely.

About this (cooperative), it can be found in Holy Qur’an Surah Al-Maidah verse two as follows:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ﴿٢﴾

“Help ye one another in righteous and piety but help ye not one another in sin and rancor: fear god: for god is strict in punishment”<sup>5</sup>

Finally, Based on the problem is stated above, writer formulated a title of thesis as follow;

**The Implementation of Cooperative Learning Think – Pair – Share (TPS) type to increase the Students’ Ability in Writing Report Text in the Eleventh Grade Students of language program of MA Hidayatul Insan Palangka Raya.**

<sup>4</sup> Ahmad, Noor Fatirul, *Cooperative Learning*, p.1  
<http://trimanjuniarso.files.wordpress.com/2008/02/c00perative-learning.pdf> (On line on March 10, 2009)

<sup>5</sup> The Holy Qur’an [5] Verse 2



**B. Formulation of the study**

1. How can cooperative learning Think – Pair - Share (TPS) type increase the students' ability in writing report text?
2. How are the students' responses about teaching learning using cooperative learning Think-Pair-Share (TPS) type?

**C. The Objective of the study**

1. To describe how cooperative learning Think-Pair-Share (TPS) type can increase the students' ability in writing report text.
2. To describe how the students' responses about teaching learning using cooperative learning. Think-Pair-Share (TPS) type

**D. Assumptions**

There are two assumptions in this research, namely:

1. Cooperative Learning was an appropriate Method in teaching English, especially in Writing Report Texts.
2. The achievement of the students would increase by using Cooperative Learning

**E. The Significant Of the Study**

There are two significances of this study;

- a. Theoretically, this research can give contribution to develop science especially in education field related to teaching learning.

- b. Practically, first, if the hypothesis is proved, it can be used by educators as alternative teaching way in their class. Secondly, it gives the students learning experiences

#### F. Variable of the Study

According to Arikunto, Variables are the object of the research.<sup>6</sup> There were two variables in this study, as follows:

1. Independent variable: cooperative learning think-pair-share (TPS) type (X)
2. Dependent variable : The result of the student's score who involved in this research (Y)

#### G. Definition of the concept

Cooperative : involving acting and working together with another or other for a common purpose; joint: *a cooperative venture*<sup>7</sup>

Writing : Writing is the use of visual symbols to present words which act as a code for communication.<sup>8</sup>

Report text : Report text is a text classifies or describes something based on systematic observation. It begins with general statement which introduces the topic. Then it followed by series of descriptions in the description facts (parts, qualities, habits and behavior of the subject) may be described<sup>9</sup>

<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan dan Praktek*. Jakarta: PT. Asdi Mahastya, 2002, p. 96.

<sup>7</sup> As Hornby, *Oxford Advanced Learners' Dictionary of Current English*, New York: Oxford University press, 1995. p. 257.

<sup>8</sup> Mediapacker eBook Compiler, *Improving your writing skill*, unpublished p. 4 .

<sup>9</sup> Marta Yuliani, Gandes Cukat Permaty, *English for a Better Life*, Bandung: Pakar Raya, 2005. p. 75

Experimental Design, : Nazir states, “*Experimental adalah penelitian yang dilakukan dengan mengadakan manipulasi terhadap objek penelitian serta adanya control*”.<sup>10</sup> (Experiment is a research by manipulate the object of research and a control).

#### H. Measurements

To know the ability of the Eleventh Grade Students of Language Programme at *MA Hidayatul Insan Palangka Raya* in Writing report Text by using cooperative learning think-pair –share (TPS) type, the writer used the evaluation based on the role used *MA Hidayatul Insan Palangka Raya*<sup>11</sup>, the writer used the standard of evaluation as:

**Table 1. 1**  
**Evaluation Standard of English Subject**

Interval	Interpretation
60 – 100	Mastery
0 < 60	Fail

To measure the mastery of the Eleventh Grade Students of Language Programme at *MA Hidayatul Insan Palangka Raya*, it can be seen through some indicators below:

1. The students are able to write a Report text.
2. The students are able to identify the generic structure of Report text.

<sup>10</sup> Moh. Nazir., *Metode Penelitian*. Jakarta : Ghalia Indonesia, 2003, p. 63.

<sup>11</sup> Standar Ketuntasan Belajar Minimal (SKBM) Madrasah Aliyah Hidayatul Insan Fii Ta’limiddin Palangkaraya Tahun Pelajaran 2007 / 2008, p. 7.

## I. Hypothesis

The hypotheses of this study are:

Ha: the implementation of Cooperative Learning gives effect to the students' achievement in writing a report text in the Eleventh Grade Students of Language Programme at *MA Hidayatul Insan Palangka Raya*.

Ho: the implementation of Cooperative Learning TPS does not give effect to the students' achievement in writing a report text in the Eleventh Grade Students of Language Programme at *MA Hidayatul Insan Palangka Raya*.

## J. Research Methodology

### 1. Design of the Research

In this research study, the writer performed experiment method. Experiment method was a process to learn or to practice one thing. This study belongs to pre-experimental design, where the design of the research as follows:

C1----- X ----- C2

Where:

C1 = pre-test

X = treatment

C2 = post-test

Pre-test was used to know pre-ability of the students, and then treatment was systematic effort to increase the student's ability by applying Cooperative Learning (CL). Post - test was conducted to know progress of students 'ability

## 2. Population and Sample

### a. Population

According to Prasetyo and Jannah, "*Populasi adalah keseluruhan gejala atau satuan yang ingin diteliti*"<sup>12</sup>, (Population is whole of indication that will be researched). The population of this study was all of the Eleventh Grade Students of Language Programme at *MA Hidayatul Insan* Palangka Raya. They were 29 students

### b. Sample

In this study, all of the students as sample, because the limited of students' number. According to Arikunto, "*Untuk sekedar encer-encer maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi.*"<sup>13</sup> (Just for estimation, if the subjects are fewer than one hundred, it is better to take all the subjects, so the research is called population research.) From this statement, it was clearly that all population were used as research subject in this research. They were 29 students.

## 3. Data Collection and data Processing Procedure

Before analyzing of data, there were four procedures of data collection that was used, they were editing, coding, scoring, tabulating.

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<sup>12</sup> Bambang Prasetyo and Lina Miftahul Jannah., *Metode Penelitian*, p. 119.

<sup>13</sup> Suharsimi Arikunto., *Prosedur Penelitian*, p. 112.

a. Editing

This activity is used to check or correct of the data that had been collected to anticipate mistakes happened, so the data would be valid and suitable with the need.

b. Coding

It is used to give the code based on the form of the data. Code was a sign made in number or letters that was given to identity in an information or data that was analyzed. The students' name was replaced by the codes S1, S2, S3.

c. Scoring

The writer gave the scoring based on the rule used in *MA Hidayatul Insan Palangka Raya*, namely:

**Table 1. 2**  
**Evaluation Standard of English Subject**

Interval	Interpretation
60 - 100	Mastery
0 < 60	Fail

d. Tabulating

The writer re-arranged the scores into the table from pre test and post test.

In this case, the writer gave explanation how to teach report text with cooperative learning TPS. The writer conducted some steps as follows:

## Teachers' activities

### Pre-activities

First Phase: the teacher conveys planning, purpose and motivates the students

1. The teacher explains the purpose of study about report text.
2. the teacher motivates students by:
  - Stating that we will learn about report text.
  - Asking, what have you ever met report text in daily life.
  - Giving examples deal with report text.

### Core-activities

Second phase: delivering information.

the teacher reminds students some texts that may have discussed before and correlate today topic will be learnt

Third phase: the teacher organizes students to be some study groups

1. the teacher reminds students that in cooperative learning type TPS, the students will be divided to be some groups consisted of 4-5 persons
2. the teacher divides students to be small group consisted of 4-5 for each group.
3. the teacher explains how they must to work in their group, understanding each rules in the group

Fourth phase: guiding group works and studies

A. writing, pairing, sharing

1. the teacher gives work sheet to all students

2. the students read the material given
3. the students ask some questions to their partner then to the teacher
4. the students write a composition about report text
5. the students show their work to their partner to be corrected.
6. a student of each groups shows their work in of their work in front of class

#### Fifth phase: Evaluation

The students obtain individual test covering report text

Last-activities

Phase six: giving reward

1. The teacher summarizes the lesson about report text
2. the teacher announces the best group for before meeting

#### 4. Instrumentation of the Study

The study was to know the achievement of the Eleventh Grade students at *MA Hidayatul Insan* Palangka Raya in writing Report text by using Cooperative Learning TPS type. There were some techniques which used by writer in collecting the data. test technique and questionnaire. The explanation of the techniques used:

##### a. Test

According to Arikunto, "*tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan atau bakat yang dimiliki oleh*



*individu atau kelompok*<sup>14</sup>. (The test is a set of questions, exercises, or other instrument that is used to measure the skill, knowledge, intelligence, ability or talent possessed by individual or group).

The main data of this study was the data of student's achievement in writing text that was taken through pre-test and post- test. The test was constructed in the form of essay test.

**Table 1. 3**  
**Number of Item**

Kinds of Test	Scoring aspect	Interval score	Total Score
Writing test	- content	13 – 30	100
	- organization	7 – 20	
	- grammar	11 – 25	
	- vocabulary	7 – 20	
	- spelling	2 - 5	

#### **b. Questionnaire**

Questionnaire is used to know the student's responses after the teaching learning process was ended.

### **5. Instruments validity**

Heaton says that validity of a test is the extent to which it measures what it is supposed to measure and nothing else<sup>15</sup>. Related to the opinion above, the writer discuss about construct and content validities of the test that the writer uses in the research.

<sup>14</sup> Suharsimi Arikunto., *Prosedur Penelitian*, p. 127.

<sup>15</sup> J.B Heaton, *writing English language Test a practice guide to teachers of English as second of foreign language*, p. 153.

## 1. Construct validity

A test has construct validity if the test is capable of measuring certain specific characteristic in accordance with a theory of language learning. The essay test is constructed based on KTSP curriculum year 2007 for the Eleventh Grade Students of Language Program of senior high school.

## 2. Content Validity

To fulfill the content validity, the test contents was directly related to what have been taught to the students that was one aspect namely writing skill for report text. The following table is specifications of content validity.

Table1.4: Specification of content validity

Indicator of the test	Type of test	Total question
Students are able to write a text in form of monologue /essay of report text	Performance test	One question

## 6. Data Analysis Procedure

### 1. Quantitative data

#### a. the students' score

To analyze the data had been collected in form of numeric data, the formulation of t-test used is:

$$t_o = \frac{Md}{\sqrt{\frac{x^2 d}{N(N-1)}}$$

$$d.b = N-1$$

Where:

Md : the means Difference of of pre-test and post test

xd : the deviation of each students (d-Md)

$N$  : the number of the students

$\sum d^2/d$  : the total of deviation <sup>16</sup>

With the criteria:

If  $t_{test} \geq t_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.

If  $t_{test} < t_{table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The writer used the level of significances = 5 % to 1 %. If the result of  $t_{test}$  is higher than  $t_{table}$ , it means  $H_a$  is accepted but if the result of  $t_{test}$  is lower than  $t_{table}$ , it means  $H_o$  is accepted.

## 2. Qualitative data

### 1. Data display

The data is displayed in narrative by using verbal sentences. So it will make easy to take action. More about the data display is interpreted and evaluated to make next action plan, if the data has gotten, it does not full standard of passing grade.

### 2. Conclusion

Drawing conclusion is an activity to conclude to what have interpreted and evaluated.

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<sup>16</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu pendekatan Praktik*. Jakarta: PT. Rineka Cipta. p. 276

## 7. Validity of the study

There were some effort to support the validity of the study, they are as follows:

1. The sample of this study was total sample
2. The formula is used regarding to the data analysis is the well-known and often used by other researcher

## K. Framework of the Discussion

Chapter I : Introduction, it is consisted of the background of the study, the problem of the study, the objective of the study, the significances of the study, variable of the study, definition of the concept, measurements, hypothesis, research method (1. research design 2. population and sample 3. data collection procedure 4. instrument of the study 5. instrument validity 6. data analyzing procedure 7. validity of the study) framework of the discussion.

Chapter II : Theoretical review, it consisted of previous study **Cooperative Learning TPS** (the nature of cooperative learning method, elements of cooperative learning method, steps in cooperative learning, cooperative learning (think-pair-share type), benefit of using think-pair-share type, **writing (the nature of writing, element of writing, writing skill, writing strategies writing process) Coherence, Report Text**, simple presents tense, writing teaching material for SMA.

Chapter III : Result of The Study (1. pre-activity study 2. the research implementation a. pre-activity b. the result of the pre-test and post-

test composition of the students) Analyzing of the data (Analyzing  
for the students test, analyzing of the student's responses)

Chapter IV : Conclusions and Suggestions

# **Chapter II**

# **Review of Related Literature**



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Previous study

The First, Previous study was conducted by Lailin<sup>17</sup>, the objective of the study was to describe students' problem in writing Narrative Text. The sample of this study was taken from the second grade students of MAN MODEL Palangka Raya in academic year 2006/2007.

The result of this study, defined that there were 68% students who had problems dealing with contents, 65 % students who had problem in term of organization, 65 % students had problems in vocabulary, 83 % students had problems in term of grammar and 31 % students had problem in term of spelling.

Consequently, the second grade students of MAN Model Palangka Raya in Academic year 2006/2007 had problem in writing Narrative Text especially in term of grammar.

The result of the study above shows that it is just limited how to know or describe students' problems in writing Narrative Text. Otherwise, in this research will be problem solving about what problems faced by the students in writing English especially on writing report text.

Secondly, Previous Study Was Conducted by Mila with Title; an Experimental Study on Community Language Learning (CLL) Method in Writing

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<sup>17</sup> Thesis Lailin Ni'mah, 2007, *Problems on Writing Narrative Text Faced by the Second Grade Students of MAN Model Palangka Raya in Academic Year 2006/2007*.

## Narrative Text For The Second Year Students At Mts Hidayatul Insan Palangka Raya

The objective of the study is to know the significance achievement of the Second Year Students at *MTs Hidayatul Insan* Palangka Raya in writing narrative texts by using Community Language Learning Method.

The result showed that the mean of pre test score in experiment class was 40.07 and the mean of post test score was 49.25. From both means, there was different value that was 9.18. It meant that after the students had been taught by using CLL Method in teaching Writing Narrative Text, the value increased until 9.18 or 31.66 %. The mean of pre test score in control class was 38.29 and the mean of post test score is 43.5. From both means, there was different value that was 5.21. It meant that after the students had been taught writing Narrative text without use CLL Method, the value increased until 5.21 or 17.97 %.

Based on the hypothesis test, the value of  $t$  from the test result calculation for  $t_{\text{test}} (t_0)$  was 2.45. Based on the level significant 0.05 (5%) with d.f or d. b  $(N_1+N_2) - 2 = (28 + 28) - 2 = 54$ ,  $t_{\text{table}}$  was 2.00. Since  $t_{\text{test}} (t_0) \geq t_{\text{table}} = 2.45 \geq 2.00$ . Because  $t_{\text{test}} (t_0)$  from the result was higher than  $t_{\text{table}}$ , so  $H_a$  was accepted and  $H_0$  was rejected. It meant teaching in Writing Narrative Text using Community



Language Learning Method influenced the achievement of the Second Year Students at *MTs Hidayatul Insan Palangka Raya*<sup>18</sup>

From the both previous study, the writer would draw gist form the first study then second one. On the first study carried by Lailin, it just described students' difficulties in four aspect writing skill and it was found that most students got difficulties in grammatical aspect.

The second study was conducted by Mila is quantitative research to prove a hypothesis with implementation a teaching method namely, CLL Method. The gist of this research is to prove hypothesis by applying statistical formulas.

The correlation of both previous researches with writer's research is to discuss about writing. However, both previous researches have differentiations in methodology and formulation of study. The second study has same purpose to solve problem with the writer's research that is, experimental method.

## **B. Cooperative Learning**

### **1. The nature of cooperative learning**

Cooperative learning can be defined as a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive

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<sup>18</sup> Thesis Noor Jamilah, 2007. *an Experimental Study on Community Language Learning ( CLL ) Method In Writing Narrative Text For The Second Year Students At Mts Hidayatul Insan Palangka Raya*

image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills (Calderon 1987)<sup>19</sup>

A curriculum or classroom that cooperative and therefore not competitive, usually involves the above learner centered characteristic. As students work together in pair or groups they share information and come to the each other's aid they are a "team" whose player must work together in order to achieve goals successfully.<sup>20</sup>

Cooperative learning explicitly builds cooperation skills by assigning roles to team members and establishing norms for conflict resolution via arbitration. Cooperative learning should also provide the means for group reflection and individual self-assessment.<sup>21</sup>

Johnson and friends was quoted from Wikipedia, the free encyclopedia states:

"Cooperative learning (CL) is an instructional paradigm in which teams of students work on structured tasks (e.g., homework assignments, laboratory experiments, or design projects) under conditions that meet five criteria: positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and regular self-assessment of team functioning. Many studies have shown that when correctly implemented, cooperative learning improves information acquisition and retention, higher-level thinking skills, interpersonal and

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<sup>19</sup> -----*Teacher Development Making The Right Moves*, Washington D.C.: English Language Program Division, 1996, p. 140.

<sup>20</sup> H. Douglas Brown, *Teaching By Principle an Interactive Approach to Language Pedagogy*, Bank Street: Anderson Longman inc. p.

<sup>21</sup> [www.wikipedia.com](http://www.wikipedia.com) (Online on January 25, 2009)

communication skills, and self-confidence (Johnson, Johnson, and Smith, 1998)." <sup>22</sup>

*Pembelajaran kooperatif adalah pembelajaran yang secara sadar dan sengaja mengembangkan interaksi yang saling asuh antar siswa untuk menghindari ketersinggungan dan kesalahpahaman antar siswa (Cooperative learning is a learning consciously and intentionally, developing interaction where students care for each other to avoid misunderstanding and offended among them)*<sup>23</sup>

Cooperative learning, it is not only how the students obtain academic competency but also they will involves emotionally developing their personality. In a group consisted of various characteristic and habitation may students study about habitation of each others. So, they will understand and honorable differentiation among them. Social skill and academic skill they build during cooperative learning, it will be able to help them in their life.

According to Kemp, at. all in Syarifuddin and Irwan Nasution says, cooperative learning is special group activity which efforts to learning progress and social skill with three learning concept. That is, a) group rewards b) individual accountability and c) same opportunity to get success<sup>24</sup>.

There are two main forms of Cooperative Learning involve students in groups work, to: a) helping another friends mastery learning material and b)

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<sup>22</sup> *Ibid.*

<sup>23</sup> Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satusan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru*, Jakarta: PT Rajagrafindo Persada, 2007, p. 359.

<sup>24</sup> Al in Syarifuddin dan Irwan Nasution, *Management Pembelajaran*, Jakarta: Quantum Teaching, 2005, p. 200.

completing a project together such as report, presentation, experiment, art and kinds of policy ...<sup>25</sup>

Cooperative Learning depends on small groups of learner where students help each other to get together purpose. In cooperative learning may students to interact each other to build spirit of togetherness and mutual-cooperation they are usually consisted of there, four or more students with different level of competence.

## **2. Element of Cooperative Learning**

There are five elements in cooperative learning, each element must to include in teaching learning as follows;<sup>26</sup>

### **1. Positive Interdependence** (sinks or swims together)

- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

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<sup>25</sup> *ibid.* p. 201.

<sup>26</sup> <http://edtech.kennesaw.edu/intech/cooperativelearning.htm#why>, (on line on January 18, 2009)

**2. Face-to-Face Interaction (promote each other's success)**

- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding
- Discussing concepts being learned
- Connecting present with past learning

**3. Individual & Group Accountability (no hitchhiking! no social loafing)**

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member-contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else

#### **4. Interpersonal & Small-Group Skills**

Social skills must be taught:

1. Leadership
2. Decision-making
3. Trust-building
4. Communication
5. Conflict-management skill

#### **5. Group Processing**

- Group members discuss how well they are achieving their goals and maintaining effective working relationships
- Describe what member actions are helpful and not helpful
- Make decisions about what behaviors to continue or change

##### **2. Steps in cooperative learning**

It needs to arrange steps in applying the methods in order. It can be looked in the table below.

Table: 1.5  
Steps of Cooperative Learning

<i>NO.</i>	<i>Langkah-langkah</i>	<i>Peranan guru</i>
1	<i>Menyampaikan tujuan dan memotivasi siswa</i>	<i>Pengajar menyampaikan semua tujuan pelajaran yang ingin dicapai dan memotivasi siswa belajar</i>
2	<i>Menyajikan informasi</i>	<i>Pengajar menyajikan informasi pada siswa dengan jalan demonstrasi atau lewat bahan bacaan</i>
3	<i>Mengorganisasikan siswa kedalam kelompok-kelompok belajar</i>	<i>Pengajar menjelaskan pada siswa bagaimana caranya membentuk kelompok belajar dan membantu setiap kelompok agar melakukan transisi secara efisien</i>
4	<i>Membimbing kelompok bekerja dan belajar</i>	<i>Pengajar membimbing kelompok belajar pada saat siswa mengerjakan tugas</i>
5	<i>Evaluasi</i>	<i>Pengajar meng-evaluasi hasil belajar tentang materi yang telah dipelajari atau masing-masing kelompok mempresentasikan hasil kerjanya.</i>
6	<i>Memberikan penghargaan</i>	<i>Pengajar mencari cara-cara untuk menghargai baik upaya maupun hasil belajar individu dan kelompok<sup>27</sup></i>

<sup>27</sup> <http://trimanjuniarso.files.wordpress.com/2008/02/c00perative-learning.pdf>  
(on line on March 10, 2009)

### **3. Cooperative Learning Structure: Think-pair-share**

Think-(Write)-Pair-Share is a very simple and easy to implement cooperative learning structure. This strategy may be used for higher-level thinking (e.g., Discuss how to increase recycling in our school, Predict the outcome of a story) as well as basic review and recall (e.g., review of the week's spelling words; identify the steps in long division).

#### **Detailed Steps:**

- 1) Have students form groups of 4. Each student counts off: 1-2-3-4.
- 2) Announce the discussion topic (e.g., How can we increase recycling in our school?)
- 3) Give students "think time" to brainstorm their individual responses. The amount of think time will vary with the complexity of the topic.
- 4) To increase student accountability and participation, have students write down their responses.
- 5) Assign discussion partners. For example, students #1 and #3 will pair; students #2 and #4 will pair.
- 6) Have students discuss the topic. The first student in each pair will have an allotted amount of time (e.g., 60 seconds) and then the second student will have the same amount of time.
- 7) Call on a few students to share their response.



### **Benefits of Think-(Write)-Pair-Share:**

- 1) Easy to use.
- 2) Providing think time improves the quality of student responses.
- 3) Students are actively involved in thinking about a topic.
- 4) Students have time and a process for encoding new information.
- 5) Student discussions can reveal misunderstandings and an opportunity for error correction.

More students will participate because they do not have to perform in front of the whole class.<sup>28</sup>

## **C. Writing**

### **1. The nature of writing**

Writing is the activity or occupation of writing e.g. book, stories or article<sup>29</sup>. In another reference said, writing is the use of visual symbols to represent words which act as a code for communication.<sup>30</sup>

When we write, we use *graphic symbols*; that is letter of combination of letter which relate to the sounds we make when we speak. On one level, the writing can be said to be act of forming these symbols; making mark on flat surface for some kinds. But writing is clearly much more than productive of graphic symbols just as speech is more than the production of sounds. The symbol

<sup>28</sup><http://www.google.co.id/search?hl=id&client=firefox-a&channel=s&rls=org.mozilla%3Aen-US%3Aofficial&q=benefit++cooperative+learning>, (Online on March 20, 2009)

<sup>29</sup> As Hornby, *Oxford Advanced Learners' Dictionary of Current English*, New York: Oxford University Press, p. 1383.

<sup>30</sup> Mediapacker eBook Compiler, *Improving Your Writing Skill*, Unpublished p. 4.

have to be arranged, according certain conventions, to form word and words have to be arranged to form sentences, although again we can be said to be writing if we are merely making list of words, as in inventories of items such as shopping list.<sup>31</sup>

As a rule, however, we do not write just one sentence or even a number *unrelated* sentence. We produce *a sequence of sentences arranged in a particular order and linked together in certain ways*. They sequence may be very short – perhaps only two or three sentences –but , because of the way the sentence have been put in order linked together. They form coherent whole. They form what we may call a ‘text’.<sup>32</sup>

Not great deal is known about individual methods of composing a text but most people – professional writer among them – would agree that it is usually neither an essay nor spontaneously activity. Sometimes writing comes easily, if we are in the right ‘Mood’ or have a clear and perhaps pressing need express something. But the rule it requires some conscious metal effort, we ‘think out’ our sentences consider various way of combining and arrange them. We reread what we have written as a stimulus to further writing. Other common practices are making notes, drafting and revising<sup>33</sup>

Conclusively, writing is a process to express ideas, minds in form of symbols which have unity and coherence arranged in order. Beside that, writing a

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<sup>31</sup> Donn Byrne, *Teaching Writing Skill* new edition, p. 1.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

is process which is not only involve performing but also mental process so writing needs a preparation and it is not done unsystematically.

## 2. Elements of Writing

Knowing elements of writing is very important for whom wants to produce a good writing. It is caused elements of writing is basic knowledge must be known by writers. For this reason, writer quoted about element of writing as follow:

Harris stated (1969:68-69) as writer quoted in Retno Ayu Murwani Puspitasari<sup>34</sup>, there are four elements of writing,

### a. Mastering Vocabulary/Diction

Harris stated that vocabulary's mastering / diction played an important Role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts; mastery of vocabulary can improve by reading and listening a lot. Furthermore, Keraf (1982:16) said that the vocabulary's mastering could be observed from two sides, those were *quantitative* and *qualitative*. *Quantitative vocabulary's mastering* is defined as a must for the students to master the vocabulary in a language as much as possible, in this case, the students should master the vocabulary actively, it means that they are able to use vocabulary in communication. *Qualitative*

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<sup>34</sup> Retno Ayu Murwani Puspitasari, *The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts, final project*, English Department Faculty of Language and Arts Semarang States University 2007, p. 33

*vocabulary's mastering* consist of knowledge, meaning of words and structure of words, Qualitative vocabulary's mastering will support the students to choose the appropriate words, so it can support the effectiveness of using language. The mastering of quantitative and qualitative vocabulary is a must. The mastering of quantitative vocabulary is the first demand to broaden a draft, while the mastering of qualitative vocabulary is the second demand to deepen the knowledge of words.

#### **b. Mastering Grammatical Rule's / Sentence Structure**

Mastering grammatical rule's / sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

#### **c. Coherence**

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

#### **d. Spelling**

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem; the students are suggested to open dictionaries before they are going to write.

### 3. Writing skill

Heaton says in his book, "The writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and varied skill necessary for writing good prose into four main areas:

- (i) grammatical skills: the ability to write correct sentences
- (ii) stylistic skills: the ability to manipulate sentence and use language effectively;
- (iii) mechanical skills: the ability to use correctly those conventions peculiar to the written language – e. g. punctuation, spelling;
- (iv) judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.<sup>35</sup>

### 4. Writing strategies

Mariola Maldonado from IES "Sierra de Gádor" de Berja (Almería) says that there are some writing strategies which must be paid attention.

#### a) Basic writing skills

When we write a composition, it is not enough to have good ideas or persuasive arguments.

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<sup>35</sup> J.B Heaton, *writing English language Test a practice guide to teachers of English as second of foreign language*, Longman, p. 138.

It is important to express them correctly.

Word order: Subject + Verb + Object + Complements (manner place time)

I found the book easily at the library yesterday

**Notes:**

1. Time expressions can come at the beginning or at the end of a sentence.
2. Don't separates the verb from its object.
3. Frequency adverbs (often, always, never) often come before the main verb.
4. If a sentence has a direct object and an indirect object, we often place the indirect object first: "She wrote him a letter" ("She wrote a letter to him", is possible).
5. Adjectives come before the noun and they have no plural form.

**Subject-verb agreement:** The subject and the verb must agree in number. For example, when the subject is singular, the verb must also be singular:

"She sings well"

Some nouns are always followed by a singular verb (everything, news, furniture, information ...)

Some nouns are followed by a plural verb (people, children, police, trousers ...)

## **b) Writing a composition**

**A good composition has three elements:** an introduction, a body and a conclusion.

It should also flow from sentence to sentence and connect the ideas in a clear and logical

way. There are several ways to achieve this:

- Repeat key nouns throughout the composition.
- Use pronouns to refer back to key nouns
- Arrange the sentences in a logical order and use linking words to indicate the order (first, second, then, later, next, since, then, finally)

A good composition should have a **strong opening** which attracts the readers' attention and makes them to read more. A few good ways of opening your composition include:

- A question
- A surprising statistic or fact
- A personal address to the reader
- A provocative statement (not too provocative!)

Certain words or expressions are often used to indicate the conclusion of a piece of writing:

In conclusion, lastly, finally, to sum up, in short...

### **c) Connectors**

Below is a chart of words and expressions commonly used to connect ideas or show relationships?

1. Contrast or opposing ideas: although, while, in spite of, but, however.
2. Comparison: like, similarly, both, just, as + adjective + as.
3. Reason, cause and effect: because, since, as, so that, in order that.
4. Time and sequence: when, while, first of all, secondly, finally.
5. Result and consequences: therefore, thus, as a result of.
6. Addition and example: moreover, in addition, for instance, such as.<sup>36</sup>

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<sup>36</sup> Mariola Maldonado, <http://www.isabelperez.com/select/writingstrategies.htm>, (on line on September 18, 2009)



## **5. Writing process**

### **a. Pre-writing**

In the pre-writing stage, writers take time to think about their topic to generate ideas. They also spend some time focusing and planning the piece of writing.

#### **1. Generating ideas**

In this section, you will learn a number of strategies and techniques to generate ideas.

#### **2. Invention technique**

##### **a. brainstorming**

Brainstorming is a sudden insight or collection. Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, start with a word or phrase and let your thoughts go in whatever direction they will. For a set period time \m do not attempt to think logically but write a list of ideas as quickly as possible, putting down whatever comes to mind without looking back organizing. After the time set is up, look over what you listed to see if any of the ideas are related and can be grouped. If so, the grouping suggests a topic of area of support. You can use brainstorming to focus on particular topic or develop more example or ideas for your essay in progress. Following is an example of a brainstorming

## MY GRANDMOTHER

Small	Energetic
Wrinkled	Skinny
Short	Spots on hands
Slippers	Driver old car
Strange vegetables	Twinkle in eye
Apple trees	Homemade bread
Clean clothes	Not much
Glasses	Hair burn

### Free writing

Free writing is without stopping. It means writing whatever comes to mind without worrying about whatever the ideas good or the grammar is correct. Its purpose is to free up your mind to let it make associations and connections.

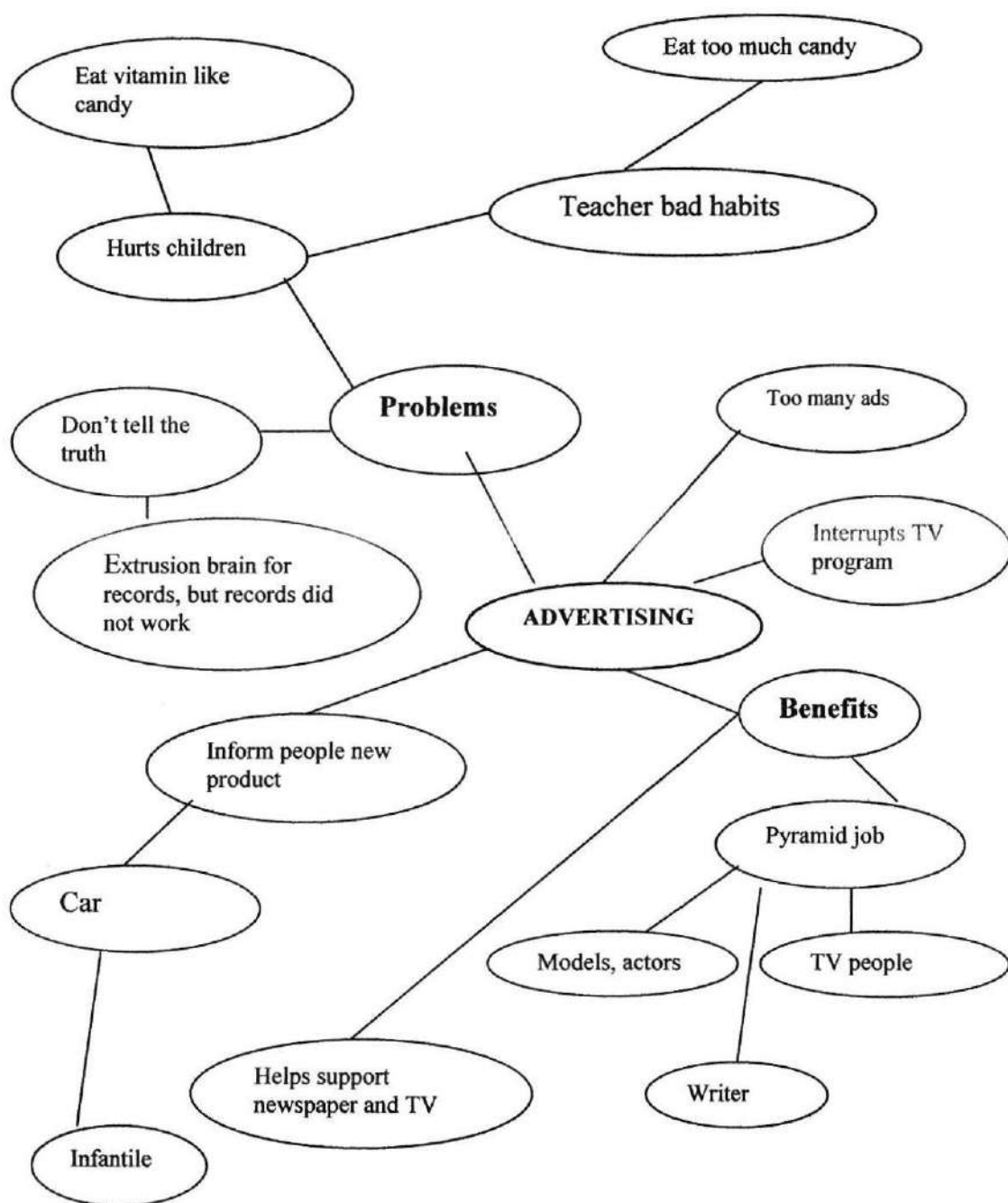
### Wh-questions

When newspapers reporters write articles, they try to answer the following questions in the first sentences of the report: who, what, when, where and sometimes how. This can be used to generate the material

### Clustering

Clustering is making a visual map of your ideas. It frees you from following a strictly linear sequence; thus it may allow you think more creatively and make new associations. To use this technique, begin your topic circled in the middle of a sheet paper. Then, draw a line out from the circle and write an idea associated with it. Continue to map or cluster until you cannot think any more of ideas. When you have finished, study your map to find new associations about your topic and to see relationship of the ideas.

Here is an example of clustering:



**Planning**

Planning after writers have generated ideas about their topics, they focus their ideas on a main point and develop a rough plan for the paragraph or essay they are going to write.

**b. Drafting**

Drafting is the actual writing of the paragraph or essay. Once you have gathered material and made a rough plan, you are already to write.

**c. Revising**

The first draft of a piece of writing is really just a place to start. After it completed, the real writing can begin. Successful writers know that writing is mostly revising.

Revising is really rethinking or reseeing your paper. During prewriting and drafting, you are concerned with the finding ideas and getting them down.

**d. Editing**

In revising, you are concerned with focusing and support your ideas – that is, with the contents of your paper. <sup>37</sup>

**D. Coherence**

Coherence is something very important in writing as Daniel says in his website as writer quoted, then how coherence is made more about he describes; Coherence is product of many different factors, which combine to make every

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<sup>37</sup> Regina L. Smalley and Friends. *Refining Composition Skill Rhetoric and Grammar*, United States of America: a division of Thomson Learning inc. 2001, p. 3-9.

paragraph, every sentence, and every phrase contributes to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Coherence itself is the product of two factors — paragraph unity and sentence cohesion.

### ***Paragraph Unity***

To achieve paragraph unity, a writer must ensure two things only. First, the paragraph must have a single generalization that serves as the focus of attention, that is, a topic sentence. Secondly, a writer must control the content of every other sentence in the paragraph's body such that (a) it contains more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic sentence.

This generalization about paragraph structure holds true for the essay in particular. The two major exceptions to this formula for paragraph unity are found in fiction (where paragraph boundaries serve other functions, such as indicating when a new speaker is talking in a story) and in journalism (where paragraphs are especially short to promote 'visual' ease by creating white space).

### ***Sentence Cohesion***

To achieve cohesion, the link of one sentence to the next, consider the following techniques:

1. ***Repetition.*** In sentence B (the second of any two sentences), repeat a word from sentence A.
2. ***Synonymy.*** If direct repetition is too obvious, use a synonym of the word you wish to repeat. This strategy is call 'elegant variation.'
3. ***Antonymy.*** Using the 'opposite' word, an antonym, can also create sentence cohesion, since in language antonyms actually share more elements of meaning than you might imagine.
4. ***Pro-forms.*** Use a pronoun, pro-verb, or another pro-form to make explicit reference back to a form mentioned earlier.
5. ***Collocation.*** Use a commonly paired or expected or highly probable word to connect one sentence to another.
6. ***Enumeration.*** Use overt markers of sequence to highlight the connection between ideas. This system has many advantages: (a) it can link ideas that are otherwise completely unconnected, (b) it looks formal and distinctive, and (c) it promotes a second TPS of sentence cohesion, discussed in (7) below.

7. **Parallelism.** Repeat a sentence structure. This technique is the oldest, most overlooked, but probably the most elegant of creating cohesion.

8. **Transitions.** Use a conjunction or conjunctive adverb to link sentences with particular logical relationships.

a. **Identity.** Indicates sameness.

*that is, that is to say, in other words, ...*

b. **Opposition.** Indicates a contrast.

*but, yet, however, nevertheless, still, though, although, whereas, in contrast, rather, ...*

c. **Addition.** Indicates continuation.

*and, too, also, furthermore, moreover, in addition, besides, in the same way, again, another, similarly, a similar, the same, ...*

d. **Cause and effect.**

*Therefore, so, consequently, as a consequence, thus, as a result, hence, it follows that, because, since, for, ...*

- e. **Indefinites.** Indicates a logical connection of an unspecified type.

*in fact, indeed, now, ...*

- f. **Concession.** Indicates a willingness to consider the other side.

*admittedly, I admit, true, I grant, of course, naturally, some believe, some people believe, it has been claimed that, once it was believed, there are those who would say, ...*

- g. **Exemplification.** Indicates a shift from a more general or abstract idea to a more specific or concrete idea.

*for example, for instance, after all, an illustration of, even, indeed, in fact, it is true, of course, specifically, to be specific, that is, to illustrate, truly,<sup>38</sup> .*

## E. Report Text

Report text is a text classifies or describes something based on systematic observation. It begins with general statement which introduces the topic. Then it followed by series of descriptions in the description facts (parts, qualities, habits and behavior of the subject) may be described<sup>39</sup>

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<sup>38</sup>Daniel Kies, Department of English College of DuPage  
<http://papyr.com/hypertextbooks/comp1/coherent.htm> (accessed on September 18, 2009)

<sup>39</sup> Marta Yuliani, Gandes Cukat Permaty, *English for a Better Life*, Bandung: Pakar Raya, 2005. p. 75



**Purpose**

To describe the way things are such a man-made thing, animal, and plants

**Text organization**

- general classification(introduces the topic of the report such as the class or sub-class)
- Identification (give the shape/form, parts, behavior, habitat, way of survival.

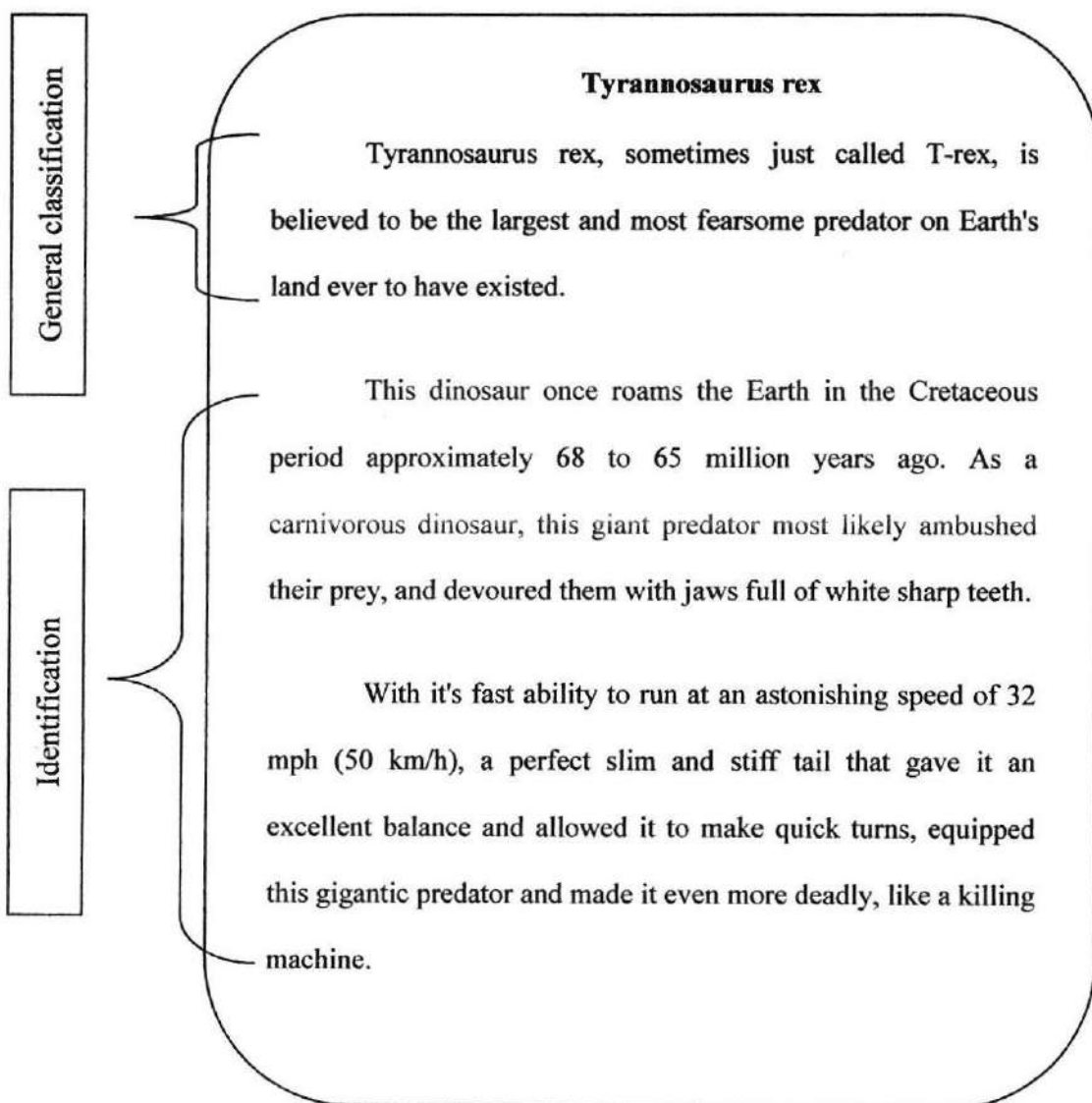
**Language features**

- the use of general nouns (e.g.: commodes, computers, orchids)
- the use of relating verbs (e.g.: is, are, has)
- the use of present tenses (e.g.: commodes dragons usually weigh more than 160 kg.)
- the use of behavioral verbs (e.g.: snakes often sunbath in the sun.
- the use of technical terms (e.g.: water contains oxygen and hydrogen.)<sup>40</sup>

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<sup>40</sup> Th. M. Sudarwati, Eudia Grace, *Look Ahead 2 An English Course For Senior High School Students Year XI*, Jakarta: Penerbit Erlangga, 2007.p32

## The Example of a report text



First paragraph is general classification, tell to the reader something will be discussed generally. Then, identification should be tell the topic as detail as possible.

## F. Simple present tense

The simple present tense says that something was true in the past, is true in the present, and will be true in the future. It is used for *general statement of fact*

Example:

- a) water **contains** of hydrogen and oxygen
- b) most animals **kill** only for food
- c) the world **is** round

The simple present tense is used to express *habitual or everyday activity*.

Example:

- a) I **study** for two hours every night
- b) My classes **begin** at nine
- c) He always **eats** a sandwich for lunch<sup>41</sup>

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<sup>41</sup> Betty Schramper Azar, *Understand and Using English Grammar Second Edition*, Jakarta: Binarupa Aksara, 1993. p. 11

### G. Writing scoring system

**Table 1.6**  
**Scoring system<sup>42</sup>**

<i>Komponen</i>	<i>Rentang skor</i>	<i>Rentang mutu</i>	<i>Indikator</i>
<i>Isi</i>	27-30	<i>Amat s/d sempurna</i>	<i>Amat menguasai masalah; isi amat padat; tuntas dan menyeluruh; amat sesuai dengan masalah dengan judul</i>
	22-26	<i>Cukup s/d baik</i>	<i>Menguasai masalah; cakupan isi memadai; hampir tuntas menyeluruh; sesuai dengan judul dan masalah tapi tidak rinci</i>
	17-21	<i>Kurang s/d biasa</i>	<i>Penguasaan masalah terbatas; cakupan masalah kurang memadai; kurang tuntas</i>
	13-16	<i>Amat kurang</i>	<i>Tidak menguasai masalah</i>
<i>Organisasi</i>	18-20	<i>Amat baik s/d sempurna</i>	<i>Amat runtut; pokok-pokok pikiran diungkapkan dan dikembangkan secara jelas, diorganisasikan secara baik, dengan aturan yang logis; hubungan antara bagian amat erat (kohesif)</i>
	14-17	<i>Cukup s/d baik</i>	<i>Kurang runtut; terdapat pokok-pokok pikiran tetapi kurang terorganisasikan secara baik, dengan urutan yang logis kurang menyeluruh</i>
	10-13	<i>Kurang s/d biasa</i>	<i>Tidak runtut, pokok pikiran tidak teratur; urutan kurang logis; pokok pikirang kurang</i>

<sup>42</sup> M. Soenardi Djiwandono, *Tes Bahasa Penggangan Bagi Pengajar Bahasa*, Jakarta: PT. Indeks, 2008, p. 62-64



		baik	penggunaan kata yang terkadang tidak tepat tanpa mengaburkan makna
10-13	Kurang s/d biasa	banyak kesalahan pemilihan kata; makna yang kabur dan tidak jelas	
7-9	Amat kurang	Perbendaharaan kata amat terbatas hingga tidak mampu mengkomunikasikan makna yang diinginkan; tidak cukup informative untuk di nilai	
5	Amat baik s/d sempurna	Sepenuhnya sesuai dengan kaidah dan penulisan; amat sedikit kesalahan ejaan, tanda baca, penggunaan huruf besar, penyusunan paragraf	
4	Cukup s/d baik	Kadang terdapat kesalahan penerapan kaidah, namun tidak mengaburkan inti dan makna pokok	
3	Kurang s/d biasa	Banyak kesalahan penerapan kaidah dan penulisan; tulisan sulit dibaca; inti dan makna pokok kabur	
2	Amat kurang	Tidak menguasai kaidah ejaan dan penulisan; penuh kesalahan ejaan, tanda baca, penggunaan huruf besar, penyusunan paragraf, tulisan sulit untuk di baca, tidak cukup informasi untuk dinilai.	

## H. Writing Teaching Material for SMA (senior high school)

Writing teaching material in senior high school is classified in three categories;<sup>43</sup>

### 1. Free writing

*Menulis bebas adalah cara yang baik untuk mengawali ketrampilan menulis siswa. Siswa diberi waktu terbatas di kelas misalnya sepuluh menit, diberi rangsangan untuk membangkitkan ide/ gagasan dan dibiarkan mereka menulis apapun yang ada di pikiran mereka. (free writing is a good way to begin students' writing skill. Students are given limited time about ten minutes, they are given stimulation to show their and let them what comes to their mind.*

### 2. Creative Writing

Gaffiel-Vile menegaskan, "Creative writing is a journey of self discovery and self discovery promotes effective learning, when teachers set up imaginative tasks so their students are thoroughly are engaged and those student fre strive harder than usual to produce a greater varity of correct and appropriate language than routine assigment" ( Gaffield-Vile 1989:31 )

### 3. Guided writing: writing based on genre

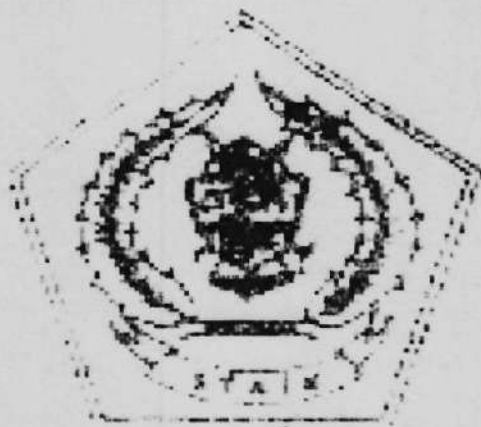
Writing based genre is writing English text based on purpose. The students aware what they writes, who is the subject, how is the language feature, how is the text structure and its significance.

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<sup>43</sup> <http://jasmansyah76.wordpress.com/2008/08/19/> (online March 20, 2009)

# **Chapter III**

## **The Result of The Study**





## **CHAPTER III**

### **THE RESULT OF THE STUDY**

#### **1. Pre - Activities Study**

Before carrying research, writer carried pre- activity study to gather information related to the title. The writer as also an English teacher observed students during teaching learning process going and asks directly to the students. The teacher found some problems upon the students that must be overcome, such as minimal student's skill in writing English genre especially to make a report text. It appears that the students' have low spirit in write English, besides that, they can not implement their knowledge in making good writing. Although they have addition subject that is, grammar the length 45 minutes once in a week.

#### **2. The Research Implementation**

##### **a. Pre-Activity**

On Saturday, September 5, 2009, writer met the headmaster of MA Hidayatul Insan Palangka Raya. The meeting was purposed to confirm that the writer dealt to carry research in the school. Finally, the Headmaster agreed and pleased the writer to do research there. After getting agreement and license, writer prepared everything which is needed to implement this research.

Writer reviewed / edited lesson plan, test, and questionnaire. To carry this research writer scheduled based on my own schedule without disturbing the other teachers' schedule there.

### 3. The Result of pre-test composition of the students

In cooperative learning TPS type students composed or work in pair groups before they composed individually. First composition was done after all teaching process ended. The students were ordered to composite individually to measure students' progress after following first 38treatment.

Table 1.7  
Students' pre-test score

NO	Students' name	Scoring aspects					Total	Passed	Failed
		Content	Org	Grammar	Vocab.	Spelling			
1	S-1	22	15	17	10	4	68	√	
2	S-2	17	13	21	13	2	66	√	
3	S-3	16	12	15	10	2	55		√
4	S-4	19	15	16	11	3	64	√	
5	S-5	17	13	12	15	3	60	√	
6	S-6	16	14	21	9	4	64	√	
7	S-7	15	18	13	19	4	69	√	
8	S-8	18	13	11	15	3	60	√	
9	S-9	19	10	16	11	3	59		√
10	S-10	18	14	11	19	3	65	√	
11	S-11	26	19	16	16	3	80	√	
12	S-12	20	16	16	15	2	69	√	
13	S-13	19	15	11	14	3	62	√	
14	S-14	27	17	18	17	4	83	√	
15	S-15	23	10	12	15	4	64	√	
16	S-16	22	16	20	19	3	80	√	
17	S-17	19	16	15	14	4	68	√	
18	S-18	26	18	20	17	3	84	√	
19	S-19	16	12	13	15	3	59		√
20	S-20	17	16	10	11	2	56		√
21	S-21	25	18	15	17	3	78	√	

22	S-22	20	15	18	16	4	73	√	
23	S-23	21	12	10	13	4	60	√	
24	S-24	17	17	10	16	3	63	√	
25	S-26	15	14	10	15	2	56	√	
26	S-27	17	22	10	13	4	66	√	
27	S-28	14	10	14	9	3	50	√	
28	S-29	19	15	12	11	2	59	√	
29	S-30	16	17	17	19	4	73	√	
<b>Average</b>							<b>65.97</b>	<b>22</b>	<b>7</b>
<b>Percentage</b>							<b>79.31%</b>	<b>20 %</b>	

After getting the result of the pre-test, the students were given treatments. They were taught by using cooperative learning type TPS in teaching report text. After completing the teaching for 4 times meeting. The post test was given to the students in the test the students were also asked to compose a report text the result of post – test as follows:

Table: 1.8  
Students' score of post-test composition

NO	Students' code	Scoring Aspect					Total	Pass	Fail
		Content	Org	Grammar	Vocab.	Spelling			
1	S-1	19	18	16	17	3	73	√	
2	S-2	20	17	18	18	3	76	√	
3	S-3	17	15	16	15	2	65	√	
4	S-4	19	18	20	18	3	78	√	
5	S-5	20	17	19	18	4	78	√	
6	S-6	16	16	17	18	3	70	√	
7	S-7	21	16	16	19	3	75	√	
8	S-8	23	17	18	19	3	80	√	
9	S-9	18	12	10	13	3	56	√	
10	S-10	20	16	15	18	3	72	√	

11	S-11	24	17	20	18	4	83	√	
12	S-12	21	16	17	16	3	73	√	
13	S-13	22	17	21	18	4	82	√	
14	S-14	27	18	22	17	4	88	√	
15	S-15	25	15	19	16	3	78	√	
16	S-16	24	18	20	18	3	83	√	
17	S-17	25	16	19	15	3	78	√	
18	S-18	28	18	22	18	4	90	√	
19	S-19	26	17	22	17	4	86	√	
20	S-20	26	18	21	18	4	87	√	
21	S-21	17	15	11	14	3	60	√	
22	S-22	26	17	20	17	5	85	√	
23	S-23	23	15	20	17	4	79	√	
24	S-24	27	18	23	17	4	89	√	
25	S-25	21	16	17	14	3	71	√	
26	S-26	17	20	10	13	4	64	√	
27	S-27	15	11	15	14	3	58	√	
28	S-28	23	15	12	19	3	72	√	
29	S-29	18	18	13	18	3	70	√	
<b>Average</b>							<b>75.89</b>	<b>27</b>	<b>2</b>
<b>Percentage</b>							<b>93.11%</b>	<b>6.9 %</b>	

#### 4. Analyzing of the data

##### a. analyzing for the students' test

The data of the students' scores from both pre-test and post-test were then analyzed by using procedure in chapter I data analysis procedure, as this study had hypothesis to be tested, then the data analysis was done in order to test whether the hypothesis was accepted or rejected.

The Alternative Hypothesis ( $H_0$ ) stated that cooperative learning gives effect to the students writing' achievement in writing report text, to examine this

hypothesis, it was used t-test formula. Before the t-test was calculated, the data were analyzed and tabulated into the working table. The result could be seen below:

Table1.9:  
The data of the students for t-test calculation

Students' code	Score of Pre-test	Score of Post-test	d	$\chi \cdot d$	$X^2d$
S-1	68	73	5	-4.93	24.3049
S-2	66	76	10	0.07	0.0049
S-3	55	65	10	0.07	0.0049
S-4	64	78	14	4.07	16.5649
S-5	60	78	18	8.07	65.1249
S-6	64	70	6	-3.93	15.4449
S-7	69	75	6	-3.93	15.4449
S-8	60	<b>80</b>	20	10.07	101.4049
S-9	59	56	-3	-12.93	167.1849
S-10	65	72	7	-2.93	8.5849
S-11	80	<b>83</b>	3	-6.93	48.0249
S-12	69	73	4	-5.93	35.1649
S-13	62	<b>82</b>	20	10.07	101.4049
S-14	83	<b>88</b>	5	-4.93	24.3049
S-15	64	78	14	4.07	16.5649
S-16	80	<b>83</b>	3	-6.93	48.0249
S-17	68	<b>78</b>	10	0.07	0.0049
S-18	84	<b>90</b>	6	-3.93	15.4449
S-19	59	<b>86</b>	27	17.07	291.3849
S-20	56	<b>87</b>	31	21.07	443.9449
S-21	78	60	-18	-27.93	780.0849
S-22	73	<b>85</b>	12	2.07	4.2849
S-23	60	79	19	9.07	82.2649
S-24	61	<b>89</b>	28	18.07	326.5249
S-25	56	71	15	5.07	25.7049

S-26	66	64	-2	-11.93	142.3249
S-27	50	58	8	-1.93	3.7249
S-28	59	72	13	3.07	9.4249
S-29	73	70	-3	-12.93	167.1849
$\Sigma =$	<b>1911</b>	<b>2199</b>	<b>288</b>		<b>2979.86</b>

Notes:

Examples: students S-1

$N$  = number of the students

= 29 students

$d$  = post-test – pre-test

= 73-69

= 5

$\Sigma d = 288$

$Md$  = the mean difference of pre-test and post-test (post-test – pre-test)

$$Md = \frac{\Sigma d}{N}$$

$$Md = \frac{288}{29}$$

$$Md = 9.93$$

$\chi.d$  = the deviation of each students ( $d-Md$ )

$$= 5 - 9.93$$

$$= - 4. 93$$

$\chi^2 d$  = deviation square ( $\chi d \times \chi d$ )

$$= - 4.93 \times - 4.93$$

$$= 24.3049$$

$\sum \chi^2 d$  = the total of deviation square

$$= 2979.86$$

Then the result of the pre-test and post test were compared by using t-test statistical frame. The comparison was used to decide whether the hypothesis was going to be accepted or rejected. The calculation of the test score could be seen in the following formula:

$$t_o = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

$$t_o = \frac{9.93}{\sqrt{\frac{2979.86}{29(29-1)}}$$

$$t_o = \frac{9.93}{\sqrt{\frac{2979.86}{812}}}$$

$$t_o = \frac{9.93}{\sqrt{3.67}}$$

$$t_o = \frac{9.93}{1.92}$$

$$t_o = 5.17$$

Based on the calculation of the t-test above, the t-test value was **5.17** and t-table of significance of 5 % to 1 % at the degree of freedom (df) = N-1 was 29-1 = 28 was **5% = 2.05** to **1 % = 2.76**. Thus, the t-test calculation was found higher

than t-test score in the t-test table as well in the level of 5 % or 1 %, it can be written  $2.05 < 5.17 > 2.76$ . It means that alternative hypothesis ( $H_a$ ) stating that the implementation of cooperative learning gave effect to the students' achievement in writing a report text was accepted and null hypothesis ( $H_o$ ) stating that the implementation of cooperative learning did not give effect to the students' achievement in writing a report text was rejected. It could be concluded that cooperative learning gave significant effect to the students' achievement in writing a report text.

### 5. Analysis of Students' Responses

Students' responses about cooperative learning are gotten by spreading questionnaire after all teaching learning processes were done. The percentage of students' responses is generally presented in the following table:

Table: 1.10  
Students' Responses

No	Aspek yang diamati	Sangat senang	Senang	Kurang senang	Tidak senang
I	Bagaimana pendapat anda setelah mengikuti pembelajaran cooperative tipe TPS mengenai hal berikut				
	a. materi pelajaran	10.3 %	82.8 %	6.9 %	0 %
	b. suasana kelas	6.9 %	58.6 %	34.5 %	0 %
	c. pertanyaan	58.63 %	34.49 %	6.9 %	0 %
	d. cara mengajar	13.8 %	65.52 %	20.69 %	0 %
			<b>Baru</b>		<b>Tidak baru</b>
II	Bagaimana pendapat anda mengenai:				
	a. suasana kelas	69 %		31 %	



	b. kuis	79.32 %		20.69 %	
	c. cara mengajar guru	72.4 %		27.6 %	
		<b>Sangat berminat</b>	<b>Berminat</b>	<b>Kurang berminat</b>	<b>Tidak berminat</b>
III	Apakah anda berminat untuk mengikuti kegiatan pembelajaran seperti apa yang telah anda ikuti	13.8 %	65.5 %	20.7 %	0 %

The table above shows that the students' responses toward cooperative learning think-pair-share (TPS) type in some components, from the table can be described as detailed;

Aspect I. A. materials: 10.3 % were very interested, 82.8 % were interested, 6.9 students were less interested and 0 % were not interested; B. classroom situation: 6.9% students were very interested , 58.8 students were interested and 34.5 % students were less interested and 0 % students were not interested C. Questions: 58.63 % students were very interested, 34.49 % students were interested and 6.9 % students were less interested, D. Way of teaching; 13.8 % students were very interested, 65.52 % students were interested, 20.69 % were less interested and 0 % students were not interested.

Aspect II. The statement is given "new and not new". A. classroom situation; 69 % students stated "new" and 31 % students stated "not new". B. quiz; 79.32 % students stated "new" and 20.69 % students stated "not new". C. Way of teaching: 72.4 % students stated "new" and 27.6 % students stated "not new".

Aspect III, 13.8 % students stated that they were very motivated, 65.5 % students stated that they were motivated, 20.7 % students were less motivated and 0 % students are not motivated.

# **Chapter IV**

## **Closing**



## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on research finding, it can be concluded in some points:

1. The pre-test result showed that the average scores of the students got before they were taught by using cooperative learning TPS was 65.97 which belong to fair level mastery.
2. The post-test results showed that the average scores of the students got after they were taught by using cooperative learning TPS was 75.89 which belong to good level mastery.
3. From the comparison of pre-test and post-test, it was found that t-test calculation 5.17 was higher than t-test table as well at level of 5 % or 1 % ( $2.05 < 5.17 > 2.76$ ), so it was supposed that cooperative learning TPS had big effect to the students' achievement.
4. The students' responses from three aspects asked, most of the students in the first aspect generally stated that they are happy/like to teaching using cooperative learning. In the second aspect, most the students stated that cooperative learning is representing new teaching model for them. In the last aspect was concluded that they are motivated / wanted to follow cooperative learning TPS for next.

## **B. Suggestions**

There are some suggestions based on the research finding of this study, the implementation of cooperative learning in teaching writing English of report text:

1. The implementation of cooperative learning think-pair-share (TPS) can increase the students' achievement in writing an English report text. So, for the teachers can use this learning model as alternative way in teaching writing English text in schools.
2. To the students, they have to be more active in teaching learning process to obtain learning experience. It is caused the students activeness is a modal in increasing their personal quality.
3. To others researcher are hoped to do more about research deal with the implementation of cooperative learning on the different sub-topic of English subject.

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doc.](http://www.scribd.com/doc/3407929/GuidelinesCooperativeLearning?autodown=doc)



# Appendices

# Research Instruments



Name : Day/Date :  
Class : time :

### Instructions

#### 1. Write a report

- ❖ Your writing is not more than about 300 words
- ❖ Use this checklist (✓) to write your report
  
- What topic am I going to choose: an animal, plants, a body organ, or man-made thing?
- I will write all the sentences in simple present tense.
- To connect the subject and the rest of the sentence I will use relating verbs. e.g;
- I also will mention some technical terms and behavioral verbs for my report e.g;
- The topic of paragraph 1 is ...
- The topic of paragraph 2 is ...
- The topic of paragraph 3 is ...
- Have I used the structure of the text correctly (general classification and identifications)
- Have I used the correct spelling and punctuation in my writing?

Nama :  
Mapel :

Hari/tanggal :  
:

---

Pentunjuk soal

1. Buatlah karangan berbentuk report
2. Karangan yang anda buat minimal terdiri dari 125 dan tidak lebih dari 300 kata
3. Gunakan checklist (√) berikut untuk untuk membuat karangan report anda;
  - Apakah topic yang akan saya pilih; binatang, tanaman, organ tubuh atau barang buatan manusia?
  - Saya akan menulis dengan menggunakan simple present tense
  - Untuk menghubungkan subject dan sisa kalimat saya akan menggunakan kata kerja penghubung contoh:.....
  - Saya juga akan menyebutkan istilah teknis dan kata kerja perbuatan untuk report saya contoh:...
  - Topik paragraf pertama adalah..
  - Topik paragraf kedua adalah...
  - Topik paragraf ketiga adalah...
  - Topik paragraf keempat adalah...
  - Sudahkah saya menggunakan susunan text report dengan benar (general classification and indentification)?
  - Sudahkah saya menggunakan ejaan dan tanda baca dalam tulisan saya?



**ANGKET RESPON SISWA TERHADAP PEMBELAJARAN COOPERATIVE  
LEARNING TYPE THINK-PAIR-SHARE**

Mata pelajaran :.....  
Hari tanggal :.....

Nama :.....  
Kelas :.....

Petunjuk:

Berilah tanda centang (√) pada kolom yang tersedia sesuai dengan pendapat anda.

No	Aspek yang diamati	Sangat senang	Senang	Kurang senang	Tidak senang
I	Bagaimana pendapat anda setelah mengikuti pembelajaran cooperative tipe TPS mengenai hal berikut				
	a. materi pelajaran				
	b. suasana kelas				
	c. pertanyaan				
	d. cara mengajar				
		<b>Baru</b>		<b>Tidak baru</b>	
II	Bagaimana pendapat anda mengenai:				
	a. suasana kelas				
	b. kuis				
	c. cara mengajar guru				
		<b>Sangat berminat</b>	<b>Berminat</b>	<b>Kurang berminat</b>	<b>Tidak berminat</b>
III	Apakah anda berminat untuk mengikuti kegiatan pembelajaran seperti apa yang telah anda ikuti				

**LEARNING PLAN (LPL) UNIT 5 (RPP) / COOPERATIVE**

Name: \_\_\_\_\_  
 Class: \_\_\_\_\_

Date: \_\_\_\_\_  
 This plan is designed to help students understand the concept of cooperative.

Learning Plan (LPL) Unit 5 (RPP) / Cooperative				
No.	Learning Objectives	Learning Materials	Learning Methods	Learning Media
1.	Understanding the concept of cooperative	Definition of cooperative	Classroom discussion	Handwritten notes
2.	Identifying the types of cooperative	Types of cooperative (e.g., consumer cooperative, producer cooperative)	Group discussion	Handwritten notes
3.	Understanding the benefits of cooperative	Benefits of cooperative (e.g., economic, social, cultural)	Classroom discussion	Handwritten notes
4.	Understanding the role of cooperative in the community	Role of cooperative in the community	Classroom discussion	Handwritten notes
5.	Understanding the importance of cooperative in the economy	Importance of cooperative in the economy	Classroom discussion	Handwritten notes

# Lesson Plan



## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Skill aspect</b>	<b>: Writing</b>
<b>Topic</b>	<b>: Report</b>
<b>Class/Semester</b>	<b>: XI/1</b>
<b>Meeting</b>	<b>: first meeting</b>
<b>Time allocation</b>	<b>: 4 x 45 menit (twice meeting)</b>

### I. Competency standard

Expressing meaning in monologue / write essay in form of report, narrative, and analytical exposition accurately, fluently and accepted in daily life to access science

### II. Basic competency

Expressing meaning in monologue essay applies various written language accurately, fluently, and accepted in daily life context in form of: report, narrative and analytical exposition.

### III. Indicator

The students are able to;

- Identifying meaning in a report text
- Identifying rhetorical steps in report text
- Writing a text in form of monologue /essay such as report text.

### IV. Purpose of study

the students are able to:

- identify meaning in a text: report
- identify rhetorical steps in course of report
- write a text in form monologue / essay of report

### V. Main topic

Report written text:

#### **TORNADOS**

A tornado is a powerful, twisting wind storm. It one of the most destructive storms on earth. A tornado is also called a waterspout.

A tornado is long cloud which comes down from the sky. It shaped like a funnel and consists of wind which whirls around and around extremely fast. In fact, the wind can reach a speed of more than 900 km per our.

Most of tornados form a long a front (boundary) between cool, dry air and warm, humid air. Weather scientists are unable to know exactly when a tornado is not usually very big and it does not last long.



3. **Learning /technique:** *cooperative learning type TPS*

4. **Steps of activities**

Teachers' activities	Method
<b>Pre-activities</b>	
<p><b>First Phase: the teacher conveys planning, purpose and motivates the students</b></p> <ol style="list-style-type: none"> <li>1. The teacher explains the purpose of study about report text.</li> <li>2. the teacher motivates students by:               <ul style="list-style-type: none"> <li>- stating that we will learn about report text.</li> <li>- asking, what have you ever met report text in daily life.</li> <li>- Giving examples deal with report text.</li> </ul> </li> </ol>	<b>Lecturing</b>
<b>Core-activities</b>	
<p><b>Second phase: delivering information.</b> the teacher reminds students some texts that may have discussed before and correlate today topic will be learnt</p>	<b>Lecturing</b>
<p><b>Third phase: the teacher organizes students to be some study groups</b></p> <ol style="list-style-type: none"> <li>1. the teacher reminds students that in cooperative learning type TPS, the students will be divided to be some groups consisted of 4-5 persons</li> <li>2. the teacher divides students to be small group consisted of 4-5 for each group.</li> <li>3. the teacher explains how they must to work in their group, understanding each rules in the group</li> </ol>	<b>Question and answer</b>
<p><b>Fourth phase: guiding group works and studies</b></p> <p>A. writing, pairing, sharing</p> <ol style="list-style-type: none"> <li>1. the teacher gives work sheet to all students</li> <li>2. the students read the material given</li> <li>3. the students ask some questions to their partner then to the teacher</li> <li>4. the students write a composition about report text</li> <li>5. the students show their work to their partner to be corrected.</li> <li>6. a student of each groups shows their work in of their work in front of class</li> </ol>	<b>Discussion / question and answer</b>
<p><b>Fifth phase: Evaluation</b> The students obtain individual test covering report text</p>	
<b>Last-activities</b>	
<p><b>Phase six: giving reward</b></p> <ol style="list-style-type: none"> <li>1. The teacher summarizes the lesson about report text</li> <li>2. the teacher announces the best group for before meeting</li> </ol>	<b>Lecturing</b>

3. Learning Acheivment: cooperative learning by TPS  
 4. Steps of activities

Method	<p>Teachers' activities</p> <p>Pre-activities</p> <p>First phase: the teacher <u>conveys</u> planning, purpose and motivates the students</p>
Learning	<p>1. The teacher explains the purpose of study when a short text is read.</p> <p>2. The teacher motivates students by saying that we will learn about a different task.</p> <p>3. The teacher divides the class into groups and appoints a group leader in each group.</p> <p>4. The teacher gives each group a short text to read.</p>
Learning	<p>1. The teacher reminds students some text that they have already learned and reminds them that they will be learning new text.</p> <p>2. The teacher reminds students some text that they have already learned and reminds them that they will be learning new text.</p> <p>3. The teacher reminds students some text that they have already learned and reminds them that they will be learning new text.</p>
Question and answer	<p>1. The teacher reminds students that in cooperative learning groups the students will be divided to be 4-5 persons.</p> <p>2. The teacher divides the students into small groups consisting of 4-5 persons.</p> <p>3. The teacher explains how they need to work in their groups.</p> <p>4. The teacher explains how they need to work in their groups.</p> <p>5. The teacher explains how they need to work in their groups.</p>
Discussion question and answer	<p>1. The teacher gives a short text to all students.</p> <p>2. The students read the text and give answers.</p> <p>3. The teacher asks some questions to their partners to be answered.</p> <p>4. The students give a short text to their partners to be read.</p> <p>5. The students show their answers to their partners to be checked.</p> <p>6. The teacher asks each group about their work in their groups.</p>
Learning	<p>1. The teacher reminds students some text that they have already learned and reminds them that they will be learning new text.</p> <p>2. The teacher reminds students some text that they have already learned and reminds them that they will be learning new text.</p>
Learning	<p>1. The teacher summarizes the lesson about report text.</p> <p>2. The teacher announces the best group for the meeting.</p> <p>3. The teacher gives a reward to the best group.</p>

**VI. Resources /material/tool**

- Look Ahead 2

**VII. Evaluation**

- technique: work performing
- form : written

English Teacher

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## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Skill aspect</b>	<b>: Writing</b>
<b>Topic</b>	<b>: Report</b>
<b>Classes/Semester</b>	<b>: XI/1</b>
<b>Meeting</b>	<b>: Second meeting</b>
<b>Time allocation</b>	<b>: 4 x 45 menit (twice meeting)</b>

### I. Competency standard

Expressing meaning in monologue / write essay in form of report, narrative, and analytical exposition accurately, fluently and accepted in daily life to access science

### II. Basic competency

Expressing meaning in monologue essay applies various written language accurately, fluently, and accepted in daily life context in form of: report, narrative and analytical exposition.

### III. Indicator

- Identifying meaning in a report text
- Identifying rhetorical steps in report text
- Writing a text in form of monologue /essay such as report text.

#### 1. Purpose of study

the students are able to:

- identify meaning in a text: report
- identify rhetorical steps in course of report
- write a text in form monologue / essay of report



### Tyrannosaurus rex

Tyrannosaurus rex, sometimes just called T-rex, is believed to be the largest and most fearsome predator on Earth's land ever to have existed.

This dinosaur once roams the Earth in the Cretaceous period approximately 68 to 65 million years ago. As a carnivorous dinosaur, this giant predator most likely ambushed their prey, and devoured them with jaws full of white sharp teeth.

With it's fast ability to run at an astonishing speed of 32 mph (50 km/h), a perfect slim and stiff tail that gave it an excellent balance and allowed it to make quick turns, equipped this gigantic predator and made it even more deadly, like a killing machine.

5. **Learning /technique:** cooperative learning type TPS

6. **Steps of activities**

Teachers' activities	Method
<b>Pre-activities</b>	
<b>First Phase: the teacher conveys planning, purpose and motivates the students</b> <ol style="list-style-type: none"> <li>1. The teacher explains the purpose of study about report text.</li> <li>2. the teacher motivates students by:</li> <li>3. Stating that we will learn about report text.</li> <li>4. Asking, what have you ever met report text in daily life?</li> <li>5. Giving examples deal with report text.</li> </ol>	<b>Lecturing</b>
<b>Core-activities</b>	
<b>Second phase: delivering information.</b> the teacher reminds students some texts that may have been discussed before and correlate today topic will be learnt	
<b>Third phase: the teacher organizes students to be some study groups</b> <ol style="list-style-type: none"> <li>1. the teacher reminds students that in cooperative learning type TPS, the students will be divided to be some groups consisted of 4-5 persons</li> <li>2. the teacher divides students to be small group consisted of 4-5 for each group.</li> <li>3. the teacher explains how they must to work in their group, understanding each rules in the group</li> </ol>	<b>Lecturing / question and answer</b>
<b>Fourth phase: guiding group works and studies</b> <ol style="list-style-type: none"> <li>B. writing, pairing, sharing</li> <li>1. the teacher gives work sheet to all students</li> <li>2. the students read the material given</li> </ol>	<b>Discussion / question and answer</b>



<ol style="list-style-type: none"> <li>3. the students ask some questions to their partner then to the teacher</li> <li>4. the students write a composition about report text</li> <li>5. the students show their work to their partner to be corrected.</li> <li>6. a student of each groups shows their work in of their work in front of class</li> </ol>	
<b>Fifth phase: Evaluation</b> The students obtain individual test covering report text	<b>Writing</b>
<b>Last-activities</b>	
<b>Phase six: giving reward</b> <ol style="list-style-type: none"> <li>1. The teacher summarizes the lesson about report text</li> <li>2. the teacher announces the best group for before meeting</li> </ol>	<b>Lecturing</b>

**7. resources /material/tool**

- Look Ahead 2

**8. evaluation**

- Technique: work performing
- form : written

English Teacher

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Picture: 1  
The teacher is guiding the students for discussion



Picture: 2  
The students are doing post-test





# Administrations





DEPARTEMEN AGAMA RI  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)  
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111  
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain\_pry@yahoo.com

Nomor : Sti.18.1/PP.00.9/16/11/2008  
Hal : Persetujuan Judul dan  
Penetapan Pembimbing

Palangka Raya, 4 Nopember 2008

Kepada  
→ Yth. Sdr. Somingan  
NIM. 050 112 0182

*Assalamu'alaikum Wr, Wb.*

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

**"THE EFECTIVENESS OF COOPERATIVE LEARNING METHOD IN TEACHING DESCRIPTIVE TEXT WRITING AT THE SECOND GRADE STUDENTS OF SMA I JEKAN RAYA OF PALANGKA RAYA"**

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Siminto, M. Hum. sebagai Pembimbing I
2. Ristati, M. Hum. sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

*Wassalamu'alaikum Wr, Wb*

An. Ketua  
Ketua Jurusan Tarbiyah,



*[Signature]*  
**Dra. HAMDANAH. HM, M.Ag**  
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Siminto, M. Hum. sebagai Pembimbing I
3. Yth. Ristati, M. Hum. sebagai Pembimbing II



**DEPARTEMEN AGAMA**  
**KANTOR KOTA PALANGKARAYA**  
Jalan AIS Nasution PO Box 40 ☎ (0536 ) 3221968 Palangka Raya 73111

**REKOMENDASI**

Nomor : Kd.15.06 /4/ PP.00.9/237g/ 2009

Berdasarkan surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya nomor : Sti.15.8/TL.00/1937/2009 tanggal 13 Oktober 2009 perihal mohon ijin observasi / penelitian, dengan ini Kepala Kantor Departemen Agama Kota Palangka Raya memberikan rekomendasi kepada :

**N a m a** : **Somingan**  
**NIM** : 0501120182  
**Jurusan / Prodi** : Tarbiyah / TBI  
**Jenjang** : Strata - 1 (S-1)  
**Lokasi Penelitian** : MA Hidayatul Insan Palangka Raya  
**Judul Skripsi** : *The Implementation of Cooperative Learning Think-Pair-Share (TPS) to Increase Student's Ability in Writing Report Text in The Eleventh Grade Students of Language Program of MA Hidayatul Insan Palangka Raya*  
**Metode** : Tes, observasi, dan Questionare  
**Waktu Pelaksanaan** : 2 ( dua ) bulan, terhitung sejak tanggal 15 Oktober s.d. 15 Desember 2009

Untuk mengadakan Penelitian dengan ketentuan :

1. Segera melaporkan diri kepada Kepala Madrasah yang bersangkutan
2. Selama melaksanakan Penelitian tidak mengganggu Proses Belajar Mengajar ( PBM )
3. Setelah selesai melaksanakan Penelitian agar melaporkan hasilnya secara tertulis ke Kantor Departemen Agama Kota Palangka Raya Cq. Kasi Mapendais.

Demikian rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Palangka Raya  
Pada Tanggal : 15 Oktober 2009



Tembusan :

1. Kakanwil Depag Prop. Kalteng Up. Kabid Mapendais di Palangka Raya;
2. Ketua STAIN Palangka Raya di Palangka Raya;
3. Kepala MAN Hidayatul Insan Palangka Raya di Palangka Raya.




### CORRECTION NOTE

Name/SRN : Somingan / 050 112 0182  
Title : The Implementation of Cooperative Learning Method  
(Jigsaw Type) in Increasing Students' Ability in  
Writing Descriptive Text (Classroom Action Research (CAR))  
Study at Tenth Grade Students of SMAN 1 Jekan Raya P. Raya  
Consultants : I. Siminto, M.Hum  
II. Distati, M.Hum  
Examiner : Dra. Halimah, M.Pd

1. The Classroom Action Research should be at least 6 Cycles.
2. Change the text into report text.
3. Consider to change the method or the skill used.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Palangka Raya, April 23, 2009  
Moderator,

  
(..... Agus Handi S. ....)



PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
STAIN PALANGKA RAYA

Jl. G. Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

CATATAN HASIL SEMINAR

Penyaji / NIM : Somington / 0501120182  
Jurusan / Prodi : TARBIYAH / Bahasa Inggris  
Judul : THE IMPLEMENTATION OF COOPERATING  
LEARNING METHOD THINK-PAIR-SHARE  
IN INCREASING STUDENTS' ABILITY FOR  
WRITING DESCRIPTIVE TEXT.  
Penanggung Utama : .....  
Pembimbing : 1. Simonto, M. Hum  
2. Profesi, M. Hum.

CATATAN HASIL SEMINAR :

1. (change the place (from SMAHE to Hidayatul  
Insan).
2. Recheck your Gramatical Rule
3. Definite the number of cycles you use
4. format your Design proposal according to section 2
5. revise your footnote.

Palangka Raya, 21-08-2009  
Moderator

NIP.