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**THE INFLUENCE OF THE APPLICATION OF COOPERATIV LEARNING  
ON STUDENTS' ABILITY TO WRITE PROCEDURE TEXT AT THE  
TENTH GRADE STUDENTS OF *MADRASAH ALIYAH NEGERI 1 BREBES***

**A THESIS**

Submitted to English Education Department of Faculty of Education State Institute  
for Islamic Studies of Syekh Nurjati in Partial Fufillment of The Requirements of  
Islamic Scholar Degree in English Education Department



By

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CIREBON**

**2012**



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## ABSTARCT

### **Diah Rahmawati “The Influence of The Application of Cooperative Learning on Students’ Ability to Write Procedure Text at The Tenth Grade Students of *Madrasah Aliyah Negeri 1 Brebes*”.**

The students in senior high school at the tenth grade students have been learning many kinds of text. One kind of text that must be learned by the students is procedure text. Meanwhile, the text should be learned through a meaningful activity. But the teacher usually used conventional method. So, the researcher chosenone kind of the effective activity is by using cooperative learning especially team pair solo.

Generally there are many kinds of class activities of cooperative learning. One of them is team pair solo, Students can work together to solve the problem about the material with their group. In here students get opportunity to give their opinion or their arguments and the students must study to respect each other, if there is different arguments. And after that they can work alone. It means that, they can solve the problem with themselves.

The techniques of collecting data used by the writer are interview, observation and test. In this thesis, the researcher choose *Madrasah Aliyah Negeri 1 Brebes* as the object of the research and only investigates at the tenth grade students in which number of population 250 and the sample writer takes is 54 students. 27 students in experimental group and 27 students in control group. This research was conducted by using a quasi-experimental design with pretest and posttest.

Cooperative learning effect on students’ ability to write procedure text arethe students will be effective and interest in study. The students will be response in grouping because they feel be spirit to do something together and get some point from their result, etc. the average posttest score of the students’ ability to write procedure text in control group is 67.03, which is clasification “fair”. And the average posttest score of the students’ ability to write procedure in experimental class is77.60, which is classification is “good”.

The result of- Test is gotF valueassumesthat both ofvariants ofthe sameis1.055the value oft count > t table (4.966 > 2.04)withdegrees of freedom (df) is 54 – 2 = 52obtainedSig.0.000 and  $\alpha = 5\%$  (0.05). BecauseSig. 0.000 < 0.05soHo is rejectedand Ha is accepted. It means that, there is significant influence of the application of Cooperative Learning on students’ ability to write procedure text at the tenth grade students of *Madrasah Aliyah Negeri 1 Brebes*.



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## PREFACE

Bismillahirrahmanirrahiim,

In the name of Allah, Most Gracious and Most Merciful. All praises and thanks belong to Allah; the Lord of the universe because of His affection the writer eventually has been able to finish this thesis. May invocation and safety always be given upon the Prophet Muhammad SAW (peace be upon him) his family, his companion, and his followers up to the end of the world.

This thesis is entitled in “The Influence of the Application of Cooperative Learning on Students’ Ability to Write Procedure Text at The Tenth Grade Students of *Madrasah Aliyah Negeri 1 Brebes*”, presented to the Study Program The English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of The Requirements of Islamic Scholar in English Education Department (S.Pd.I).

In writing this thesis, there are a lot of people who have participated, supported, helped, and advised. So in this opportunity the writer would like to convey her sincere gratitude to:

1. Prof. Dr.HMaksumMuchtar, M.A, the Rector of SyekhNurjati State Institute for Islamic Studies (IAIN) Cirebon
2. Dr. Saefudin Zuhri, M.Pd the Dean of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon*.



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4. Sumadi, SS, M.Hum, as Secretary of English Education Department of *IAIN Syekh Nurjati Cirebon*.
5. H. Udin Kamiludin, M.Sc, the first supervisor
6. Lala Bumela, M.Pd, the second supervisor
7. Dr. Hj. Huriyah Saleh, M.Pd, the first examiner
8. Sumadi, SS, M.Hum, the second examiner
9. Drs. H. Tobari, M.Ag , the Headmaster of MadrasahAliyahNegeri 1 Brebes
10. Yulia Eka Verawat, S.S the English teacher of Madrasah Negeri 1 Brebes.

The writer realizes that this thesis is still far from being perfect and there might be many mistakes either in arrangement or in context. Therefore, the writer is widely open to welcome the comments and suggestions from the readers. Finally, the writer hopes this thesis may bring some valuable knowledge to the readers, especially for the writer herself and for the English Education Department of Syekh Nurjati State Institute for Islamic Studies Cirebon as a reference in general.

Cirebon, July 2012

**The Writer**



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## CHAPTER I

### INTRODUCTION

#### A. Research Background

This study investigates the influence of Cooperative learning especially Team Pair Solo in writing procedure text. This topic was chosen because team pair solo is commonly used in cooperative learning has been used to apply material about procedure text. Students can work together to solve the problem about the material with their group. In here students get opportunity to give their opinion or their arguments and the students must study to respect each other, if there is different arguments. And after that they can work alone. It means that, they can solve the problem with themselves.

Team Pair Solo give learning for the students. Students integret what they have learn from the teacher into what they have laerned from group members. According to Wendy Jolliffe (2007:5) Mostly the students work together, first in a group then a pair, and provide each other with support, assistance each other in completing assignment each other in their efforts learn. They learn each other and ensure all members making good academic progress. They share ideas, their skills and improve their social skill.

This strategy is commonly used for developing students writing. Depending on the concept teacher can either assign a series of related tasks or just



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single task through the process. The process Team Pair Solo divide into three parts and each part evaluate indepedently. Students work together with the common goal of writing an academic paragraph starting the work as a team and completing it individually. The aim for our students to improve their writing skill together with research and social skill.

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help (Kagan).

According to Derewianka (2004:8) that in curriculum cycle, there are many steps. One of them is Joint Contruction of Text. Before children write independent text, it is useful for them to participate in the group writing of text in the choosen genre. A text may be jointly constructed by the whole class, by a small group, or by a teacher and child during conferencing.

There are many steps in Joint contruction of Text: the first, researching the topic. Before writing we make sure that there is something to write about. The second, Pooling information. The student star to pooling their ideas and information. The third, revising structure. This step to revise the schematic structure of the genre. The fourth, Jointly constructing. Let the students contribute their information and ideas and making suggestion about the structuring of the





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text. And the last step is assess the students progress. The students can try independent text.

Joint Contraction of Text has similar and differences with Team Pair Solo. The similar between team pair solo and joint contruction of text is the students participate in group writing of text in the choosen genre. A text construct by a small group. And the difference is the students in team pair solo works in pair after in small group. After students works in a pair, the students work independent or solo. Than joint contruction of text, after the students work in small group directly the students works independent.

Writing is a process of creating, organizing, writing and polishing. In the first step in the process, you create ideas. In the second step, you organize the ideas .In the third step, you write a draft. In the final step, you polish your draft by editing it make and making revisions (Reid: 1993)

Writing skill is one of the 4 English language skills in addition to listening, speaking and reading. Writing skill include productive or produce other than speaking skill. Writing very important to be improve in teaching and learning process, because writing one of an essential role in the students to master the English proficiency. Today's world required that the goal of teaching writing is Understanding the meaning of short functional text in the text and write a monologue / essays recount a simple form, narrative and procedure in the context



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of everyday life and access to popular science. And the basic competency is Understand and respond to the meaning and rhetoric step monologues written text / essay accurately, fluently and in a text acceptable form: procedure.

As the researcher know the students problems in writing, they can not write well because they are lack of vocabulary, grammar, the steps, punctuations, use of large letter (Capital), etc. And other factor is the students have the problems about their psychological. It's mean that the students not confidence when they write in foreign language.

According to M.F Patel and Praveen M.Jain ( 2008: 135) In teaching writing there are some mechanics of writing: The first, making strokes with proper hand movements. It means that from where to start a letter and when to end it. The second, write a letter is appropriate size. The third, write a letter in words with proper space. The fourth, write word in sentence with proper space. The fifth, write sentence in paragraph. The sixth, write correct spelling in words. The seven, write capital letter correctly. And the last, write legibly and neatly.

In that statement means if we want to write anything, must attention of some mechanics of writing. Mechanic of writing is important to apply in teaching and learning writing. Because, it's can help writer is easy to write. So, the message can deliver well. The reader can understand well what text about or what is message in this text.



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Writing is very important for one group of the students but much less important for others. Writing is skill which must be taught and practiced. Writing is most effeciently acquired when practice in writing parallel in the other skills. It also useful in the setting homework, exercises and for some class text.

According to Hirst ad Peters (2006:45) There are three logically necessary condition for central cases of “teaching” activities: 1. They must be conducted with the intention of bringing about learning, 2. They must indicate what is to be learnt, 3. They must do this in which is intelligible, to and within the capacities of the learners.

English teacher must have enough knowledge of English and is able to use English besides the available supporting textbooks and the effective school systems. These considerations are often forgotten by the schools and therefore, the outcomes of the process of teaching and learning have to be admitted honestly unsatisfied. As a matter of fact, it is hard to get a competent or qualified teacher and is able to use English. However, at least one thing that should be born in mind is his or her knowledge. That is why, he or she will never stop learning whether formal (take courses) or informal (reading a lot of books, sharing experience with the other fellow English teachers). In this case a competent and qualified teacher will be achieved, so that, even though he or she is not a native English speaker but he or she will be like a native English speaker.

According to M.F Patel and Praveen M. Jain (2008:71) English teaching is complicate task. The way of teaching is very different, it becomes necessary to



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know for teacher “ How and what to teach to the student” because it very difficult to the teacher to use suitable method. One of problems is teaching methodology. Methodology is systematic and scientific way to teaching any subject.

According to Hamp-lyon and Heasley (2006:90) In writing about a process we need to describe a sequence or steps. This can be achieved through the use sequence connector is like: first, firstly, first of all, second, secondly, third, thirdly, next, after that, last, finally used to denote step in a process.

In senior high school, we have been learning some kinds of the text. One of them is Procedure text. Procedure is the way of doing something. In our daily life, we often have to perform some steps to make or get something done. For example, early in the morning, the reader help their mothers prepare cups of tea for all members of their family. In making cups of tea, their have to follow certain procedure in order to get a nice drink. Most of our daily activities are related with procedure. That is why, we should understand what a procedure text is, how to make and use it. Procedure text have many conventions and style. The style to make procedure text are paragraph and step by numbers.

*Madrasah Aliyah Negeri 1 Brebes* is one of religion senior high school in Brebes. Exactly, that school is in Brebes on Yos Sudarso street. At the school the researcheher found some problem, one of the problems is writing. According to the English teacher (Interview: Mrs.Eka, 7<sup>th</sup> May 2012) the score of the students



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writing is not good. We can see from the data of the students scores at the tenth grades of *Madrasah Aliyah Negeri 1 Brebes*.

Table 1.1

The students score test in English Lesson at the tenth grade of *Madrasah Aliyah Negeri 1 Brebes* in 2011.

Score	Daily test	Mid test	Final test
Average	64	68	64
High score	80	85	80
Low score	35	55	25

From data above that the students ability in writing at the tenth grade students of *MAN 1 Brebes* is still low. Because the local standard score is 65. So the writer will make research using cooperative learning especially using Team Pair Solo. It is hoped the teacher will be able to improve the students ability to write procedure text. This thing is becoming the reason for the writer to give the title of the thesis namely, “The Influence of The Application of Cooperative Learning on Students’ Ability to Write Procedure Text at The Tenth Grade Students of *Madrasah Aliyah Negeri 1 Brebes*”.





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## B.The Identification of the Problems

The problem in this research is classified into the following sections.

### 1. The Field of Study

The field of the research in writing this thesis is Method of Teaching concern on Cooperative Learning especially in Team Pair Solo. Knowledge of methods (Method of Teaching) is very important in learning English.

### 2. Kinds of The Problem.

The problems that the researcher investigates are the influence of the application of Cooperative Learning especially Team Pair Solo on students' ability to write procedure text at the tenth grade of *Madrasah Aliyah Negeri 1 Brebes*. The problem is formulate “ is there any significant influence of the application of cooperative learning especially Team Pair Solo to write procedure text?”.

### 3. The Main Problem

The main problem of this research is the lack of the students' ability to write procedure text at tenth grade students of *Madrasah Aliyah Negeri 1 Brebes*.

## C.The Limitation of the Problem



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According to Geoffrey Broughton (2003:118) English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school through high school. The main objective is to provide reading skills to enable Indonesians to read science-related materials in English.

The main language principles of genre based approach are (Halliday, 1994).

- Language is a system of sounds and sign for making meaning.
- Language and learning are not only individual but essentially social.
- Language purposes and text types are social culturally determined the structures of language are the way they are because of the meaning they have evolved to construct.

The students who have average proficiency of the English language still perform poorly in their writing task. And most of them difficulties in expressing themselves in writing. In writing, it essential that the students do not just know how to write grammatically correct text but also know how to apply their knowledge for particular purposes and context. A genre based approach aims to make the students more a ware of genre and the way to increase their writing ability.



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#### **D. The Questions of the Research**

The questions of the research in writing this thesis are as follows:

1. How is the students' ability to write procedure text after the application of cooperative learning?
2. How is the students' ability to write procedure text before the application of cooperative learning?
3. Is there any significant influence of the application of cooperative learning on students' ability to write procedure text?

#### **E. The Aims of the Research**

The aims of the research in writing this thesis are as follows:

1. To know the students' ability to write procedure text after the application of cooperative learning.
2. To know the students' ability to write procedure text before the application of cooperative learning.
3. To know any significant influence of the application of cooperative learning on students' ability to write procedure text.

#### **F. The Use of the Research**

The use of this research to the students is expect that it can be increasing the student ability to write procedure text. And to the teacher is it can be thought



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contribution in their teaching and learning. And the use of this research to the researcher is to proven that there is the influence of the application of cooperative learning on students' ability to write procedure text. Beside that this research used to submitted to the english education department of education faculty of syekh Nurjati state of Islamic studies in partial fufillment of the requirements of aslamic scholar degree in english education department.



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