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THE INFLUENCE OF THE APPLICATION OF THE COOPERATIVE LEARNING METHOD ON THE STUDENTS' COMPETENCE IN WRITING A SHORT DESCRIPTIVE TEXT AT THE FIRST YEAR STUDENTS OF *MTS AL-IKHLAS SETUPATOK*

A THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *IAIN SYEKH
NURJATI* State Institute for Islamic Studies in Partial Fulfillment of Requirements for
Islamic Scholar Degree in English Education



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(*IAIN*)
CIREBON
2012**



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ABSTRACT

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: The Influence of The Application of the Cooperative Learning Method on The Students' Competence in Writing a Short Descriptive Text at the First Year Students of *MTs Al-Ikhlas Setupatok*

In teaching and learning activity it needed interaction between the teacher and the student continually. Teaching and learning are two concepts which is each other connected, and in process it learning and teaching need method to make students enjoy and understand the subject matter easy such as in writing a short descriptive text. Writing is very important in English competence. Sometimes, students feel difficult to write and make a good sentence, text, paragraph etc.

The application of the cooperative learning method can attract students to learn and motivate them to writing a text. Students can improve their ability in a group to work together, work together to maximize their individual and collective learning, convey their ideas, and also they can achieve knowledge beyond the language matter.

The research method in this thesis is quantitative method. It means that the data is achieved from the field of doing research presented by numbers or it means that the research by using the formula of statistic, especially by using the formula of product moment correlation by Pearson. In collecting the data, the writer uses observation, questionnaire and test, after that it is analyzed by using the formula of product moment correlation.

The writer uses observation to get the data of *MTs Al-Ikhlas Setupatok* and uses questionnaire and test to get the data of the application of the Cooperative Learning Method on Students' competence in writing a short descriptive text. The writer use questionnaire form which consisting of 20 items to measure behavior and opinion of students. The students have a good enough response to the application of the cooperative learning on the students' competence in writing a short descriptive text because from the result analysis data of questionnaire and test, the writer found the mean of the students' response on the application of Cooperative Learning Method (X variable) is 75, and the mean of the students' competence on writing a short descriptive (Y variable) is 76.

The conclusion of this research is that the researcher found a significance influence of the application of the cooperative learning method on the students' competence in writing a short descriptive text at *MTs Al-Ikhlas Setupatok*. The influence coefficient by using Product Moment by person is the value of $r_{xy}=0.48$, so the category is a sufficient or enough correlation between X variable and Y variable. It can be said that a sufficient influence of the application of cooperative learning method on the students' competence in writing a short descriptive text, because from the result of hypothesis calculation there is significance influence between X variable and Y variable.



PREFACE

Bismilahirrohmanirrohim.

In this name of Allah, Most Gracious, Most Merciful. All praises and thank you belong to Allah, the lord of the Universe, and thank you to his permission, the writer has been capable of doing research and finishing this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him) to his family, his companions, and up to follower till the end of the word.

This thesis entitle in “**THE INFLUENCE OF THE APPLICATION OF THE COOPERATIVE LEARNING METHOD ON THE STUDENTS COMPETENCE IN WRITING A SHORT DESCRIPTIVE TEXT AT THE FIRST YEAR STUDENTS *MTS AL-IKHLAS SETUPATOK***” is a quantitative research presented to fulfill one of the requirement for the Islamic Scholar of Tarbiyah Department, English Study Program of the State Institute for Islamic Studies (IAIN) SYEKH NURJATI Cirebon.

In accomplishing this thesis, I deservedly would like to acknowledge my deepest appreciation to the following persons who have helped and supported me to finish my thesis:

1. Prof. Dr. H. Maksum Muchtar, M.A, the Rector of *Syekh Nurjati* State Institute for Islamic Studies.
2. Dr. Saefuddin Zuhri, M.Ag, Dean of Tarbiyah Faculty of *Syekh Nurjati* State Institute for Islamic Studies.
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4. Dra. Hj. Amroh Umaemah, as the Second Supervisor who has given her valuable guidance, motivation, suggestion, and help to the writer during the process of writing this thesis.
5. Yahya, M.Ag, the Headmaster of *MTs Al-Ikhlas Setupatok* who have permitted the writer to have research in the school.
6. Pitriyah S.Pd.I, the English Teacher of *MTs Al-Ikhlas Setupatok* who have guided to the writer during the research.
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8. All the lecturers and staff of administration of *Tarbiyah* Faculty of *SYEKH NURJATI* the State Institute for Islamic Studies (*IAIN*) Cirebon.
9. All of my classmates in English Department. Thank you for the nice relation and enjoy class.
10. All the students of *MTs Al-Ikhlas Setupatok*.

The writer realizes that this thesis is still far from being perfect and there are possibly be many mistakes whether in the arrangement or in the content. So the writer is broadly opened to accept any criticism and suggestion to make her thesis much better.

Hopefully, this thesis will become a valuable thing to the readers, especially for the writer herself and for the *Tarbiyah* Faculty of *SYEKH NURJATI* the State Institute for Islamic Studies (*IAIN*) Cirebon.

Cirebon, on November 8th 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition. Human uses a language to communicate with each other.

English as a formal subject is given to junior high school (*SMP*) level, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in this thesis writer will only discuss about writing.

George Wilson and Julia M. Burks in their book entitle *Let's Write English* (1989:377), state there are four forms of writing. The form of writing used to tell or relate is called narration; that used to explain or interpret is called exposition or explanation, the form of writing used to persuade or argue is called argumentation.



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Writing it self is a great aid to learning. It help us remember, understanding and create. We can use the writing or note to remind or as a memory.

According to Patel and Praveen (2008 : 125) language is primarily speech and writing is a means to preserve it. Cambridge International Dictionary of English (1995:795) defines the term "language" as: a system of communication consisting of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning.

According William Francis Mackey (1965 : X) Language teaching is influence by ideas on the nature of language in general, by ideas on the prarticular language being taught and by ideas on how the language is learned. Field of Analysis in language teaching is method, and the method used has often been said to be the cause of success or faiture in language learning; for it is ultimately the method that determines the what and the how of language instruction. (1965 : 138) and a method is a system which is necessarily artificial (1965 : 140).

The method is a way of proceeding or doing something, especialli in education world. One of them is Cooperative Learning Method and it can be used for teaching and learning in the school.

According to Henry guntur Tarigan (1977:122) in his book said: "Writing is used by educated people to write down, to make sure, to inform and to influence, and the main purpose only can be reached by the people who can arrange their think and expand it".



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Descriptive text is explained something accurately so the reader can feel the same feeling with the writer. It make our readers see, feel, and hear what we have seen, felt, and heard” (andika pratiwi, M. Hum & gartika Rahmasari M. Hum, 2011:81). Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through and carefully selected detail. The writing remains to be the most despised activity for most students. It is something that every student can find rational excuse of not doing so. It has been considered burdensome as a lot of students don't look forward to doing it. In this research, researcher find some students' problem like not interested in writing or dislike writing, lack of skill, time pressure, and boring topic.

The first interested in writing or dislike writing, many students are reluctant to do their writing assignments because of lack of interest. One can never force someone to like something. Because writing demands a lot from the writer, students commonly dislike the entire writing process. This lack of interest therefore transforms into hatred for writing. The second lack of skill, this lack in skill becomes an insecurity that eventually leads to hatred for writing. Paper writing calls for sophisticated skill in spellings, composition, grammar, and idea organization. Assembling thoughts into a cohesive written piece is quite a skill driven activity. The skill of creating an efficient piece of writing undoubtedly is god given but it also demands lots of practice and attention to the subject something that most students fail to do. The third time pressure, the pressure of pending work and successive writing assignment deadlines make students nervous, anxious and reluctant to initiate



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writing. This uncomfortable feeling leads to disgust. With tons of work loads to worry about, paper writing activity adds up to the anxiety because its complex process requires scrupulous eye for details. And the last boring topic, Some students feel bored writing on similar topics again and again. This boredom also converts to hatred for writing. Dull and uninteresting subjects don't stimulate the intellects of writers. Students tend to avoid writing assignments if the topic fail to excite their interest.

There are some studies in the area of teaching writing descriptive text. Such as: Retno Hadi Purnomo (2012), Rizki Hidayat (2012), Adi Rahmat Budi Purnama (2012), and Endedes (2012).

The aims of research carried out by Retno Hadi Purnomo (2012) are to find out whether positive and significant influence of application of writing strategy by pictures and the find out students' competence in writing descriptive text at the first year students of *SMAN 9 Cirebon*. The difference between the privious studies with the current are in the method or strategy and the object of research. The writer method used cooperative learning method, but Retno Hadi Purnomo's is writing strategy by pictures. And the writer object's is in junior high school (*MTs*), but Retno Hadi Purnomo's is in senior high school.

In other hand, Rizki Hidayat (2012) the aims of his research is to know the students' understanding of part of speech on the students' ability in writing descriptive text at the twelfth grade of *SMAN 7 Cirebon*. The difference between the pervious studies with the current is in the object of research. The writer object's of



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the research is in junior high school (*MTs*) at the first year students, but Rizki Hidayat's is in senior high school at the twelfth grade.

Furthermore, a study conducted by Adi Rahmat Budi Purnama (2012) the aims of his research are to get data about the students' ability in writing descriptive text by using individual learning, to get data about the students' ability in writing descriptive text by using collaborative learning, and to get data about what the comparison between the students' ability in writing descriptive text by using individual learning and collaborative learning. His research was conducted at the tenth grade students of *MAN 1 Cirebon*. The difference between the pervious studies with the current is in the object of research. The writer object's of the research is in junior high school (*MTs*) at the first year students of *MTs Al-Ikhlas Setupatok*, but Adi Rahmat Budi Purnama's is in senior high school (*MAN*) at the tenth grade of *MAN 1 Cirebon*.

There are many method and strategy in writing descriptive text such as Endedes' (2012) studies have the aims of her research are to find out the data about students' response of the application of visual scaffolding strategy, to find out the data about the students' competence in writing descriptive text, and to find out the data about any positive and significant influence at the application of visual scaffolding strategy on the students' competence in writing descriptive text. The difference between the privious studies with the current are in the method or strategy. The writer method used cooperative learning method, but Endedes's used visual scaffolding strategy.



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Those are the research in teaching writing descriptive text. Most of the researcher were succeeded, it means that the research is progressive. In this researcher will take cooperative learning as a method or strategy in writing descriptive text. Beside that, the researcher want to know is there any influence of the application of the cooperative learning method on the students' competence in writing descriptive text. This research has difference with the other researches. The differences are in the object of research and strategy or method.

Therefore, we as teacher needed a method to stimulate students' motivation in writing an assignment, and one of the method is to use cooperative learning method. Because Cooperative Learning is an instructional strategy where small teams of students, usually two to six members, work together to maximize their individual and collective learning. After team members are organized into these small groups and receive instruction from their teacher, students within the team cooperate with one another and work through the assignment until each team member successfully understands and completes it. Ultimately the shared goals are accomplished individually by each team member, and collectively by the group as a whole.

In this research, researcher used Cooperative Learning Method as method of teaching and learning in English Writing. Researcher observe it into the thesis that was entitled "The Influence of The Application of Cooperative Learning Method on The Students' Competence in Writing a Short Descriptive Text at The First Year Students *Mts Al-Ikhlas Setupatok*"



B. The Identification of The Problem

The problem in this research is classified into the following section:

1) The Field of The Research

The field of the research of this thesis is writing

2) The Kinds of The Problem

It can predicted that learning English the students will find so many difficulties not only speaking and grammar but also of writing. In writing this thesis, the writer will only discuss the students difficulties in learning writing English that they are know and understand about descriptive text using Cooperative Learning Method, such difficulties are supported to be the kind of the problem in writing English this thesis. And the kind of the research in writing this thesis is using a quantitative approach. It means that the data being obtained in particular forms of numbers: consequently, they can be measured and interpreted by means of using statistical analysis

3) The Main Problem

The main problem of this research is the students difficulties in writing descriptive text.

C. The Limitations of The Problem

In this research, the researcher will limit the problem is only talking about the influence of the application of Cooperative learning method on the students competence in writing a short descriptive text.



D. The Questions of The Research

The research formulates the problem into three question, namely:

1. How is the students' response of the application of the Cooperative Learning Method?
2. How is the students' competence in writing a short descriptive text?
3. Is there any significance influence of the application of the Cooperative Learning Method in students' competence in writing a short descriptive text.

E. The Aims of The Resaerch

The aims of this research that will be mentioned as follows:

1. To find out of the data of the students' response of the application of the Cooperative Learning method.
2. To find out the data of the students' competence in writing a short descriptive text
3. To find out the data about there is significance influence of the application of the Cooperative Learning Method on the students' competence in writing a short descriptive text.

F. The Use of The Research

The research product hoped to be able to increase developing of language learning, especially in increasing the students' application of the Cooperative Learning Method on the students' competence in writing a short descriptive text.



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