

CHAPTER IV

REPORT OF THE RESEACH RESULT

A. Description of Research Location

1. Brief History of MAN Negara, Description about Facilities, Teacher, Students, and Administration Staff

MAN Negara is located in central Negara, at Tambak Bitin street no. 33 East Daha, Negara South Hulu Sungai regency. It is about 1 kilometer from the capital of South Daha or 30 kilometers from the capital of South Hulu Sungai Regency (Kandangan). MAN Negara can be passed by motorcycle or car on the land and by boat in the river. MAN Negara has been led by some headmasters that can be seen in appendices.

MAN Negara has considerable enough facilities for supporting the process of teaching and learning and achieving its educational goals. To make the clear description. They can be seen in appendices.

In 2011, MAN Negara has 36 teachers including the headmaster and the vice of headmasters. And has ten administration staff. Some of them are university graduates and government employees. More information about them can be seen in the appendices.

Students of MAN Negara in academic year 2011/2012 are 604 persons. It is divided into 15 classes. Each grade has five classes. The total number of the students can be seen in the table below:

Table 4.1 Description of Students at MAN Negara Academic Year 2011/2012

No.	Class	Sex		Total
		Male	Female	
1.	X	76	139	215
2.	XI	75	128	203
3.	XII	62	124	186
Total		213	391	604

B. Data Presentation

The writer has studied directly to know the errors done by the eleventh grade students of Natural Science Program 1 at MAN Negara in writing application letter, the application of the instructional model “Cooperative Learning STAD by the teacher and the ability of instructional model “Cooperative Learning STAD” to minimize the students’ errors in writing application letter at eleventh grade of Natural Science Program 1 at MAN Negara academic year 2011/2012.

1. The Errors Made by Eleventh Grade Students of Natural Science Program 1 at MAN Negara in Writing Application Letter.

a. Punctuation

Below is the example of errors in the table 4.2 the errors belong to punctuation taken from written test without using instructional model “Cooperative Learning STAD”

Table 4.2 The Errors of Punctuation Taken from Written Test Without Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	Dear, Mr , William	Dear, Mr. William
2.	Respectfully yours.	Respectfully yours,

On the example of written test without using instructional model “Cooperative Learning STAD”, the writer finds out that the students make an error on the use of comma.

The table below (Table 4.3) shows the errors of punctuation taken from written test using instructional model “Cooperative Learning STAD”

Table 4.3 The Errors of Punctuation taken from Written Test Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	September , 15 2011	September 15 , 2011
2.	I am writing to apply for the job as an accountant. which...	I am writing to apply for the job as an accountant, which...

On the example of written test using instructional model “Cooperative Learning STAD”, the writer finds out that the students also make an error on the use of the comma.

b. Capitalization

The example from Table 4.4 indicates the errors of capitalization taken from written test without using instructional model “Cooperative Learning STAD”

Table 4.4 The Errors of Capitalization Taken from Written Test Without Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	..., which you advertised recently in kompas newspaper.	..., which you advertised recently in ‘Kompas’ newspaper.
2.	september 15, 2011	September 15, 2011

On the example of written test without using instructional model “Cooperative Learning STAD”, the writer finds out that the students often make an error on the names of newspaper and month.

The following is the example of errors in the table 4.5. The errors of capitalization taken from written test using instructional model “Cooperative Learning STAD”

Table 4.5 The Errors of Capitalization Taken from Written Test Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	mandiri bank	Mandiri Bank
2.	asahi diamond industrial	Asahi Diamond Industrial

On the example of written test using instructional model “Cooperative Learning STAD”, the writer finds out that the students make an error on the names of specific organization like government agency and business.

c. Spelling

Below is the example of errors in the table 4.6. The errors of spelling taken from written test without using instructional model “Cooperative learning STAD”

Table 4.6 The Errors of Spelling Taken from Written Test Without Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	I heve enclosed....	I have enclosed....
2.	Resfecfully yours,	Respectfully yours,

On the example of written test without using instructional model “Cooperative Learning STAD”, the writer finds out that the students make an error on spelling. The students use heve instead of have.

Below is the example of errors in the table 4.7. The errors of spelling taken from written test using instructional model “Cooperative Learning STAD”

Table 4.7 The Errors of Spelling Taken from Written Test Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	...a fhoto graph and my complete...	...a photo graph and my complete...
2.to haer for you soon.to hear for you soon.

On the example of written test using instructional model “Cooperative Learning STAD”, the writer finds out that the students also make some errors of spelling. Form in the word ‘hear’. The students use fhoto graph instead of photograph, ‘haer’ instead of hear.

d. Omission

Below is the example/variant of errors in the table 4.8. The errors belong to omission taken from written test without using instructional model “Cooperative Learning STAD”.

Table 4.8 The Errors of Omission Taken from Written Test Without Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.for the job as an accountan,for the job as an accountant,
2.	I would be very please to send...	I would be very pleased to send...

On the example of written test without using instructional model “Cooperative Learning STAD”, the writer finds out that

the students make some errors. The students use “accountan” instead accountant, please instead of pleased.

Below is the example of the errors belong to omission taken from written test using instructional model “Cooperative Learning STAD”

Table 4.9 The Errors of Omission Taken from Written Test Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	I 26 years old.	I am 26 years old
2.	...to send any further detail you may require.	...to send any further details you may require.

On the example of written test using instructional model “Cooperative Learning STAD” in Table 4.9, the writer finds out there are some errors. In the first example, they omit “to be” or “am”. In the second example, they write,” ...to send any further detail you may require”, or they omit the ‘-s’ of plural nouns. The sentence should be “...to send any further details you may require”.

e. Addition

Below is the example/variant of errors in the table 4.10. The errors belong to addition taken from written test without using instructional model “Cooperative Learning STAD”

Table 4.10 The Errors of Addition Taken from Written Test Without Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.for the job as an accountantation ,for the job as an accountant ,
2.	I would be very pleasing to send...	I would be very pleased to send...

On the example of written test without using instructional model “Cooperative Learning STAD”, the writer finds out that students make some errors. The students use accountantation instead accountant, pleasing instead pleased.

Below is the example/variant of the errors belong to omission taken from written test using instructional model “Cooperative Learning STAD”

Table 4.11 The Errors of Addition Taken from Written Test Using Instructional Model “Cooperative Learning STAD”

No	Errors	Correction
1.	I looking forward...	I look forward...
2.	...to sends any further details you may require.	...to send any further details you may require.

On the example of written test using instructional model “Cooperative Learning STAD”, the writer finds out there are several addition errors. In Table 4.11 the first shows the students write “I looking forward” instead “I look forward”. In the second

example, the students write, “...to sends any further details you may require” instead of “...to send any further details you may require”. The students add the ‘-s’ of plural nouns to the word “detail”

In describing some findings, the writer puts them in table 4.12 - 4.13 with the percentage of errors. To know the percentage of each type of error, the writer calculates using the formula:

$$\frac{\textit{Error}}{\textit{Total Error}} \times 100\% = P$$

The writer uses the formula above to calculate the data in written test without and using instructional model “cooperative learning STAD” from punctuation until additional errors.

Below are the tables of the percentage of errors for written test without and using instructional model “cooperative learning STAD”

Table 4.12 The Percentages of Errors for Written Test Without Using Instructional Model “Cooperative Learning STAD

No	Type of Error	Frequency	Percentage
1.	Punctuation	19	28.36
2.	Capitalization	11	16.41
3.	Spelling	14	20.90
4.	Omission	14	20.90
5.	Addition	9	13.43
Total		67	100.00

From the 67 errors that the writer found in written test without using instructional model “cooperative learning STAD”, the percentage of punctuation error is 28.36 or 19 errors. The percentage of capitalization error is 16.14 or 11 errors. The percentages of spelling and omission errors are 20.90 or 14 errors. The percentage of addition error is 13.43 or 9 errors.

Table 4.13 The Percentages of Errors for Written Test Using Instructional Model “Cooperative Learning STAD

No	Type of Error	Frequency	Percentage
1.	Punctuation	7	33.34
2.	Capitalization	4	19.04
3.	Spelling	5	23.80
4.	Omission	3	14.30
5.	Addition	2	9.52
Total		21	100.00

From the 21 errors that the writer found in written test using instructional model “Cooperative Learning STAD”, the percentage of punctuation error is 33.34 or 7 errors. The percentage of capitalization error is 19.04 or 4 errors. The percentage of spelling error is 23.80 or 5

errors. The percentage of omission error is 14.30 or 3 errors and the percentage of addition error is 9.52 or 2 errors.

2. The Application of the Instructional Model “Cooperative Learning STAD by Teacher.

The application of this model is five meetings. It has begun since September 12 to October 3, 2011. In this research, the writer as the observer. To collect the data she uses observation sheet and interview to the English teacher. The material learned in this research was writing application letter through instructional model “Cooperative Learning STAD” and without using instructional model “Cooperative Learning STAD”. All of the materials are extended to all of research object of the eleventh grade students of Natural Science Program 1 at MAN Negara academic year 2011/2012.

Base on the interview and observation to English teacher, there are some steps the teacher did when applying the instructional model “Cooperative Learning STAD” or not. The steps are as follow:

1. Apperception

The purpose of this step is to know the students’ knowledge about the material before they learn. The teacher technique is directly asking the students about the material.

2. Class Presentation

First, learning material is introduced through class presentation by the teacher. Students pay attention to the materials because it will help them in doing the quiz given at the end of the lesson.

3. Team Study

The teacher divided the students into 4 groups. A team consists of 4 students with heterogeneous ability level (high, average and low). After teacher presents the learning material, team members work together with prepared worksheets to master the material. They make sure that each member of the team can answer all questions on the worksheet.

4. Quiz

After one until two periods of teacher presentation and team study, the teachers administer a quiz to measure the students' mastery on the material. Students take the individual quiz and may not help each other.

5. Individual Improvement Score

The teacher guides students to calculate their individual improvement points. Each student is given a basic score based on his previous quiz score. Then, students get improvement points for his team on the basis on the degree to which he meets or exceeds his own basic score.

The steps in determining students' improvement score are:

1. Each student is given a basic score based on his previous quiz score.
 2. Students get points for the quiz on the learning material presented at that time.
 3. Students get improvement points based on the degree to which students meet or exceed their own basic scores.
6. Team Recognition

After giving a quiz, teacher immediately announce individual improvement scores and give reward to teams with the highest scores.

1) Improvement Point

Students get points their teams based on the degree to which they meet or exceed their own basic scores. The points are calculated based on the following criteria:

- a. The quiz students get a perfect score, regardless of base score, the improvement point is 30.
- b. The quiz students get more than 10 points above their base score, the improvement point is 30.
- c. The quiz students get base score to 10 points above their base score, the improvement points is 20.

- d. The quiz students get 10 point below 1 point below their base score, the improvement point is 10.
- e. The quiz students get more than 10 points below their base score, the improvement point is 5.

2) Team Score

A team score is calculated by summing each student's improvement point and then dividing with the number of team members. Each team receives one of three recognition awards, depending on the average number of improvement points earned by the team.

- a. Teams that average 15 - 19 improvement points, receive a good team certificate.
- b. Teams that average 20 - 24 improvement points, receive a great team certificate.
- c. Team that average 25 – 30 improvement points, receive super team certificate.

In this part the teacher uses three times in five meeting.

- 7. Teacher gives recognition or reward to teams based on the improvement points earned by the teams.

The purpose of this step is to motivate students in learning writing application letter, the teacher gives reward to the team that able in improving the points.

To know how many time the teacher apply the step of instructional model “cooperative learning STAD” below is the table 4.20 the result of the teacher applies the step of instructional model “cooperative learning STAD”:

Table 4.14 Observation Sheet of the Applying the Step of Instructional Model “Cooperative Learning STAD”

No.	Items	1	2	3	4	5	Total
1.	To know students' background knowledge about the topic by asking students some questions related to the topic.	√	√	-	√	√	4
2.	To see the objective of the lesson.	√	-	√	√	-	3
3.	To presents the concept of the material.	√	√	√	-	√	4
4.	To organized students into teams consisting of 4 – 5 students from different ability levels (high, average and low).	√	-	-	-	-	1
5.	To distributes student worksheet to each team.	√	√	√	√	√	5
6.	To know student work in teams to master the material and answer the question in the worksheet.	√	-	-	√	-	2
7.	To monitors students' activities in their teams and gives guidance	√	-	√	√	√	4
8.	To gives a quiz to check students' mastery on the material.	√	√	√	√	√	5
9.	To guides students to calculate their individual improvement point as well their team points.	-	√	√	-	√	3
10.	To gives recognition or reward to teams based on the improvement points earned by the teams.	√	√	√	√	√	5

The next part is calculating the data above by using formula:

$$\frac{\text{Total each item}}{50} \times 100 = P$$

$$\frac{36}{50} \times 100 = 72$$

Based on the result of the data above, she uses categorize the result of the observation sheet into as follows:

81 ≤ 100 : Very Good

61 ≤ 80 : Good

41 ≤ 60 : Sufficient

21 ≤ 40 : Bad

0 ≤ 20 : Very Bad

The data above indicates that the applying of instructional model “cooperative learning STAD” is classified in good category.

The step of teaching and learning without use instructional model “cooperative learning STAD”, they are:

1. Greeting

The teacher set the introduction greeting in this part, such as check the present list of the students.

2. Pre Activity

In this part the teacher introduces the material about writing application letter by inviting the students to pay attention by looking their books.

3. While Activity

The teacher explains about writing application letter, how to write it. The students pay attention to the teacher explanations about the material

4. Post Activity

In this part the teacher asks to the students whether they understand or still need an explanation. Teacher asks students to write an application letter.

5. Closure

The teacher reviews the lesson briefly about the material. Teacher and students make conclusion from lesson together.

3. Whether Instructional Model “Cooperative Learning STAD” Can Minimize Students’ Errors in Writing Application Letter.

After analyzing the data from the two tables of the percentage of errors, analyze the result of observation sheet and interview to the English teacher, the writer finds out that instructional model “Cooperative Learning STAD could minimize students’ error in

writing application letter at the eleventh grade of Natural Science Program 1 at MAN Negara academic year 2011/2012. Before applying, the students' errors are 67, but then, their errors minimize to 21 errors after applying the instructional model "Cooperative Learning STAD".

C. Data Analysis

To analyze the data, the writer must collect the data first, in order to know the students data, the writer held the test to find out the students' error in writing application letter. To know the application of the instructional model "cooperative learning STAD by the teacher, the teacher held the observation and interview to the English teacher. And to know whether instructional model "Cooperative Learning STAD" can minimize students' errors in writing application letter the teacher divided students into two groups. The first group is being taught without using instructional model "cooperative learning STAD" and the second group is being taught using instructional model "cooperative learning STAD".

1. The Errors Made by Eleventh Grade Students of Natural Science Program 1 at MAN Negara in Writing Application Letter.

After paying attention to the data presentation about students' errors in written test without and using instructional model "cooperative learning STAD", the writer finds out that each written test has different result on the percentage of errors. In the written test without using

instructional model “cooperative learning STAD” from the 67 errors, the percentage of punctuation error is 28.36 or 19 errors. The percentage of capitalization error is 16.14 or 11 errors. The percentages of spelling and omission errors are 20.90 or 14 errors and the percentage of addition error is 13.43 or 9 errors.

From the 21 errors the writer found in written test using instructional model “cooperative learning STAD”, the percentage of the punctuation error is 33.34 or 7 errors. The percentage of capitalization error is 19.04 or 4 errors. The percentage of spelling error is 23.80 or 5 errors. The percentage of omission error is 14.30 or 3 errors and the percentage of addition error is 9.52 or 2 errors.

After analyzing the punctuation errors in written test without and using instructional model “cooperative learning STAD”, the writer finds out the students usually errors in commas, semi colons and full stops. In capitalization errors, the writer finds out the students usually errors in the first word in a sentence and all proper nouns. In spelling errors, the students usually errors in write the consonant and vowel letter. In omission errors, the writer finds out the students usually omit the noun and verb inflection, articles, preposition and sometimes omit the content word. After analyzing the addition errors, students usually add the noun and verb inflection, articles, preposition and sometimes add the content word.

Punctuation errors from nineteen errors become seven errors, it reduced twelve errors. Capitalization errors from eleven errors become four errors. It reduced seven errors. Spelling errors from fourteen errors become five errors, it reduced nine errors. Omission errors from fourteen errors become three errors, it reduced eleven errors. Addition errors from nine errors become two errors, it reduced 7 errors.

2. The Application of Instructional Model “Cooperative Learning STAD by the Teacher.

After paying attention to the result of observation sheet and interview to the English teacher, the writer concludes that the teaching and learning without using instructional model “cooperative learning STAD” a lot of students difficult to understand what application letter is and how to make it well. Although, based on the data presentation of the process of teaching and learning using instructional model “cooperative learning STAD, the writer concludes that many students have enough to understand what application letter is and how to make it well. And the applying of process of teaching and learning using instructional model “cooperative learning STAD” by the teacher is in good categories. Because, in “Cooperative learning STAD enables students to cooperate maximally in accordance with their groups’ condition. Each group should help one another in achieving the

learning goal. The fast learner helps the slow one since the final assessment is determined by the groups' success.

3. Whether Instructional Model “Cooperative Learning STAD” could Minimize Students' Errors in Writing Application Letter.

After paying attention into the percentage of the type of errors without and using instructional model “cooperative learning STAD”. The application of using instructional model “cooperative learning STAD” is more successful in the process of English teaching and learning. From 67 total errors that the writer found in written test without using instructional model “cooperative learning STAD” it become 21 total errors in writing application letter. Reduce 46 total errors. It can be assumed that the instructional model “cooperative learning STAD” could minimize students' error in writing application letter at the eleventh grade of Natural Science Program 1 at MAN Negara academic year 2011/2012.