

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is more than a process through which meaning is attached to words or short sentences. Language as a tool for communication takes an important role in our daily activities. Language becomes an important thing and people around the world use it. There are many languages in the world, one of them is English. English is an important language and spoken by many people in the world. In Indonesia, English becomes one of the important subjects. English is given to the students in order to support or give their motivation, have skill and attitude, and readily take apart in the development of the nation.

Language becomes an important thing and people around the world use it. It as gift from God to human beings as adjust to one of the Holy Qur'an has stated in the Al-Hujarat verse 13 as follows:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

The verse proofs us that language has very role among human in every nations and tribe. So, the need of learning a language is very important for us to know each other.

In modern era right now, English is used by many people in the world for communication with one another. There are four skills in English - Reading, Listening, Speaking and Writing. Writing and Speaking are productive skill. Writing skill is an important role in real life. There are several products of writing that human being as social creature need as media to share idea, such as newspaper, tabloid, etc. As a part of English skill, English learners especially learners at Senior High school must master the writing skill besides speaking skill. Students need to know how to write letters, how to write using electronic media.

Since writing is an important aspect in language teaching and learning, teacher should continue developing some techniques in teaching writing that can help students to improve and master their writing ability. The process approach to teaching writing, which comprises four basic stages – planning, drafting, revising, and editing (Jack & Willy, 2002 p.25). In writing, students usually make many mistakes, such as in grammar, spelling, structure and also the content. Correct grammar, punctuation, or spelling are key in writing.

The most important reason for teaching writing is because it is the basic language. They need to know writing with good grammar, just as they need to know how to pronounce in spoken English (Harmer, 1998 p.15). Writing skill not only talks about grammar and vocabulary, but also of conceptual and judgment elements. Writing is

not easy for students, many students have difficulties in writing. Some of them did not know how to start writing and what to write. To solve their problem the teacher has to find the interesting strategy (Christian, 2013 p.30).

Group work or pair work has been a popular strategy in language teaching, because there are many advantages. One of group works is cooperative strategy. Students can discuss about the topic or solve the problem. In writing they can discuss about grammar, spelling, etc. they also can share their experience. Neither group work nor pair work are without their problem, students may not like the partner they are grouped with or just one student may dominate while the other students stay silent. In group work students can practice writing text together, study together, or they can make dialogue in English. In teaching writing we can focus on the product of that writing or on the writing process itself. Writing in groups, whether as part of long process or as part of a short game like communicative activity, can be greatly motivating for students (Jeremy, 2005 p.14).

In the last decade there has been a growing interest among English as a Second Language (ESL) /English as a Foreign Language (EFL) teachers in using cooperative learning activities. With cooperative learning students work together in groups whose usual size is two to four members, when students help their group, they help themselves and their whole group. Many books on cooperative

learning recommend groups of four members in each group. In fact, when students are working in their groups, sometime the teacher can't get the class's attention. In this case the teacher should give signal to the students, for example the teacher raising a hand or ringing a bell to stop the students discussion (Jack & Willy, 2002 p. 12).

According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal (David, Roger & Mary, 2000 p,65).

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help each other. In cooperative classes, students are expected to mutually discuss about the material given. Cooperative learning is not a new idea in the world of education, previously this method used by the teacher for specific purposes such as tasks or report a specific group. But for now the cooperative learning methods can be used effectively in each class and to teach a variety of subjects, such as Mathematic, Reading, Writing, Speaking, etc.

In cooperative learning students can raise awareness that they need to learn to think, solve problems and develop relationships between groups, therefore cooperative learning is an excellent means to achieve these things. Based on observation, they enjoy learning English in the classroom through Cooperative Learning.

There is a strong theoretical basis for predicting that the methods of cooperative learning using group goals and individual responsibility will increase student achievement. Reviewer cooperative learning literature has concluded that cooperative learning has a huge influence on student learning when a group valued based on individual learning of each member (Robert, 2005 p.15).

The main goal of cooperative learning is to provide students the knowledge, concepts, capabilities and understanding they need.

In this research the writer wants to discuss about the problem in writing skill, especially writing recount text. Recount text is text which retells events or experiences in the past. Recount text is one of the genres that must be taught in Senior High School.

Based on the description above, the writer wants to conduct a research to know “ **THE EFFECTIVENESS OF COOPERATIVE LEARNING IN IMPROVING STUDENTS’ SKILL IN WRITING RECOUNT TEXT AT THE TENTH GRADE OF SMAN 1 BERUNTUNG BARU ACADEMIC YEAR 2014/2015.**”

B. Reasons for Choosing The Title

There are some reasons that make the writer choose the title, they are:

1. Cooperative Learning is very beneficial to motivate the students to learn.

2. Teacher seldom uses cooperative learning in teaching and learning process.
3. Cooperative learning is an approach to organizing classroom activities. Students must work in groups to complete task collectively.

C. Problem Statement

This study aims to identify the effectiveness of cooperative learning in improving students' skill in writing recount text.

The research question is determined as follows:

1. How is the students' writing ability like?
2. Is there any significant different of students' writing skill in writing recount text between control class and experiment class at the tenth grade of SMAN 1 Beruntung Baru Academic Year 2014/2015?

D. Objective of Study

Based on the problems above, the purpose of this research are:

1. To know the students' writing ability.
2. To investigate the effectiveness of cooperative learning in improving students skill in writing recount text at tenth grade of SMAN 1 Beruntung Baru.

E. Assumption/Hypothesis

1. Assumption

The assumption is the use of cooperative learning is effective to improve students writing skill.

2. Hypothesis

Based on assumptions above, there are two hypothesis of this research and can be stated as follows:

a. Alternative Hypothesis (H_a)

There is significant difference of students' writing skill by using cooperative learning.

b. Null Hypothesis (H_o)

There is no significant difference of students' writing skill by using cooperative learning.

F. Significance of Study

The significances of this study are:

1. For the Students

Students will know that cooperative learning can improve their writing skill.

2. For the Teacher

The result of this research will give teacher information about the effectiveness of cooperative learning in improving students' skill in writing recount text.

3. For the Writer

This research will give the writer information and knowledge about the effectiveness of cooperative learning in improving students' skill in writing recount text.

4. For the Reader

This research can give reader inspiration who wants to research about the effectiveness of cooperative learning in improving students' skill in writing recount text.

G. Definition of Key Terms

1. The effectiveness means. The word from effectiveness according to oxford learner's pocket dictionary "producing the result that is wanted or intended: the most method" .
2. Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.
3. Writing Skill is the productive skill in the written mode. Good writing skill allows someone to communicate his/her message with clarity and ease to a far larger audience than through face to face or telephone conversations.
4. Recount Text is text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is

no complication among the participants and that differentiates from narrative.