

**THE EFFECT OF COOPERATIVE LEARNING  
METHOD TOWARDS STUDENTS' WRITING  
ABILITY AT THE X GRADE OF SMAN 1 TUKKA**



**A Thesis**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the Requirement  
of the Graduate Degree of Education (S.Pd) in English*

**Written By:**

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**2023**

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## LETTER OF AGREEMENT

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*


After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Nesy Cahyani Tumanggor, entitled *The Effect of Cooperative Learning Method towards Students' Writing Ability at the X Grade of SMAN 1 Tukka*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Along with the above, the name stated above can already undergo a munaqasyah examination to account for this thesis.

Thus we convey, hopefully it can be understood and for your attention thank you.

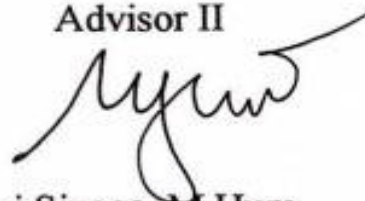
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## DECLARATION OF THESIS COMPLETION

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Hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Student Code of Ethics in article 14 verse 4 of 2014.

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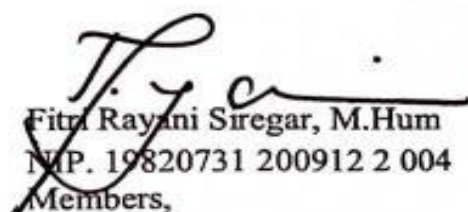
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## **LEGALIZATION**

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## ABSTRACT

Name : Nussy Cahyani Tumanggor  
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Title of Thesis : The Effect of Cooperative Learning Method Towards  
Students' Writing Ability at the X Grade of SMAN 1  
Tukka

This research focuses on the effect of Cooperative Learning method towards students' writing ability at the X grade of SMAN 1 Tukka. The students' problems in writing are: 1) the students get difficult in grammatical error, 2) the students feel hard about tense, 3) the students has a complication in construct sentence in English, 4) limitation of students' vocabulary, and 5) students stress in develop idea while writing. The purpose of this research is to examine wheter there is significant effect of Cooperative Learning method method towards students' writing ability at the X grade of SMAN 1 Tukka or not, to know the information about students' writing ability especialliy in descriptive text before treatment and after treatment using Cooperative Learning method. This research used to two group pre-test and post-test design. The instrument of this research was writing test (pre-test and post-test). The population of this research were all of the students at the X grade of SMAN 1 Tukka. The sample of this research were class X-IPA 3 (20 students) as a experimental class and X-IPA 2 (20 students) as a control class. The data of this research were collected by using t-test formula. The result showed that the mean score of experimental class after using Cooperative Learning method was higher than control class. Moreover, from t-test, it was found that the result of t-test where  $t_{count}$  was higher than  $t_{table}$ . It means that  $H_a$  was accepted and  $H_o$  was rejected. It can be concluded that there was significant effect of using Cooperative Learning method towards students' writing ability at the X grade of SMAN 1 Tukka.

Keywords: *Cooperative Learning Method, Writing Ability, Descriptive Text*



## ABSTRAK

Nama : Nussy Cahyani Tumanggor  
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Judul Skripsi : Pengaruh Metode Pembelajaran Kooperatif Terhadap  
Kemampuan Menulis Siswa Kelas X SMAN 1 Tukka

Penelitian ini berfokus pada pengaruh metode Cooperative Learning terhadap kemampuan menulis siswa kelas X SMAN 1 Tukka. Masalah siswa dalam menulis adalah: 1) siswa mengalami kesulitan dalam kesalahan tata bahasa, 2) siswa merasa sulit tentang tenses, 3) siswa mengalami kesulitan dalam menyusun kalimat dalam bahasa Inggris, 4) keterbatasan kosa kata siswa, dan 5) siswa stres dalam mengembangkan ide saat menulis. Tujuan dari penelitian ini adalah untuk menguji apakah ada pengaruh yang signifikan metode Cooperative Learning method terhadap kemampuan menulis siswa kelas X SMAN 1 Tukka, untuk mengetahui informasi tentang kemampuan menulis siswa khususnya pada teks deskriptif sebelum perlakuan dan setelah diberi perlakuan dengan menggunakan metode Cooperative Learning method. Penelitian ini menggunakan desain two group pre-test and post-test design. Instrumen penelitian ini adalah tes tertulis (pre-test dan post-test). Populasi penelitian ini adalah seluruh siswa kelas X SMAN 1 Tukka. Sampel penelitian ini adalah kelas X-IPA 3 (20 siswa) sebagai kelas eksperimen dan X-IPA 2 (20 siswa) sebagai kelas kontrol. Data penelitian ini dikumpulkan dengan menggunakan rumus t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen setelah menggunakan metode Cooperative Learning lebih tinggi dari kelas kontrol. Selain itu, dari uji-t diketahui bahwa hasil uji-t dimana  $t_{hitung}$  lebih tinggi dari  $t_{tabel}$ . Itu mengartikan  $H_a$  diterima dan  $H_o$  ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan metode Cooperative Learning terhadap kemampuan menulis siswa kelas X SMAN 1 Tukka.

*Kata kunci: Metode Pembelajaran Kooperatif, Kemampuan Menulis, Teks Deskriptif*

## خلاصة

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جزء من الرسالة : تأثير أسلوب المناقشة الجماعية الصغيرة على قدرة الطلاب على الكتابة في الصف العاشر من التربية الإسلامية الداخلية في ثانوية هاجوران.

يركز هذا البحث على تأثير طريقة التعلم التعاوني على قدرة الطلاب على الكتابة في الصف X من SMAN 1 Tukka. مشاكل الطلاب في الكتابة هي: (1) يواجه الطلاب صعوبة في الأخطاء النحوية، (2) يشعر الطلاب بصعوبة شديدة تجاه التوتر، (3) يعاني الطلاب من تعقيد في بناء الجملة في اللغة الإنجليزية، (4) محدودية مفردات الطلاب، و (5) يؤكد الطلاب في تطوير الفكرة أثناء الكتابة. الغرض من هذا البحث هو فحص ما إذا كان هناك تأثير كبير لطريقة التعلم التعاوني على قدرة الطلاب على الكتابة في الصف X من SMAN 1 Tukka أم لا، لمعرفة المعلومات حول قدرة الطلاب على الكتابة خاصة في النص الوصفي قبل العلاج و بعد العلاج باستخدام أسلوب التعلم التعاوني، استخدم هذا البحث لمجموعتين من الاختبار القبلي والتصميم البعدي. كانت أداة هذا البحث اختبار الكتابة (الاختبار القبلي والبعدي). كان مجتمع هذا البحث جميعًا الطلاب في الصف X من SMAN 1 Tukka. كانت عينة هذا البحث عبارة عن فئة (20 X-IPA 3 طالبًا) كصف تجريبي و (20 X-IPA 2 طالبًا) كفئة تحكم. تم جمع بيانات هذا البحث باستخدام معادلة الاختبار t، وأظهرت النتائج أن متوسط درجات الصنف التجريبي بعد استخدام أسلوب التعلم التعاوني كان أعلى من فئة الضبط. كان متوسط درجة الفصل التجريبي في الاختبار التمهيدي 5 وكان متوسط درجة فئة التحكم. وفي الوقت نفسه، كان متوسط درجة الفصل التجريبي في الاختبار اللاحق بعد الاختبار ومتوسط درجة فئة التحكم. علاوة على ذلك، من اختبار t، وجد أن نتيجة اختبار t حيث كان أعلى من. هذا يعني قبول "ها" ورفض "هو". يمكن أن نستنتج أنه كان هناك تأثير كبير لاستخدام طريقة التعلم التعاوني في قدرة الطلاب على الكتابة في الصف X من SMAN 1 Tukka.

الكلمات المفتاحية: طريقة التعلم التعاوني، القدرة على الكتابة، النص الوصفي

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I realize this thesis can not be perfect without critiques and suggestions. Therefore, it is such a happiness for me to get critiques and suggestions from the readers to make this thesis better than previous.

Padangsidempuan, 25 Juni 2023

Researcher

Nessy Cahyani Tumanggor  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Problem**

English is having a major impact on the educational system. For example, in Indonesia English is taught as a one of the compulsory subject in school. Writing in English is not a new subject for students. Students certainly went into the process while studying and did different results with different levels of knowledge and skills in the first semester, so they started learning to write.

Writing is a contextualized activity and contains three elements: the writer, the reader and the texts that are basically interacted to each other and can represent in various knowledge genres and different skills.<sup>1</sup> Essentially, English essay writing aims to train students to express their creative ideas in a structure that covers essay writing standards such as form, mechanics, content, structure, grammar, and sentence structure. When talking about writing, it also talks about texts that students have to interpret and create. Some types of text that can be found in English. They are descriptive text, explanation text, recount text, narrative text, report text, news Item text, procedure text, exposition text, announcement text, discussion text, and anecdote text.

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<sup>1</sup>Nahid Ahmadi, Khalil Motallebzade, and Mohammad Ali Fatemi, "The Effect of Cooperative Learning Strategies on Iranian Intermediate Students ' Writing Achievement," 2014, 1-9, <https://doi.org/10.4236/oalib.1100961>.

Based on the researcher's interview with the English teacher of the X grade SMAN 1 Tukka, the teacher said his students still can not write descriptive text correctly and well. In SMAN 1 Tukka Tapanauli Tengah, there are three teachers that teach English subject, they are Mr. Ober Sinaga, Mrs. Rosmawar Tanjung, and Mrs. Sertinna. Three of those teachers do not use any methods and media while teaching English especially writing. Mr. Ober said "The method to teach writing by simply write down the instruction on the blackboard, then the students will create their writing freely".<sup>1</sup> The students have low motivation including in mastering writing skill that will be discussed further. They seem reluctant and do not work seriously in doing writing tasks. Moreover, the teacher seldom gives writing tasks.

The researcher concluded that there were some obstacles in writing descriptive text could be caused by many factors. The first, many students got difficult in grammatical error because did not master about grammar well. The second, they could not develop the sentences correctly because students felt hard about tense. The third, students had a complication in construct sentence in English, limitation of vocabulary, and distress in develop idea while writing. Today, most high school students had less knowledge of English.

Students needed a great variety of ways to improve their writing skills.

Writing is one of the four language skills that are very important to learn.

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<sup>2</sup>Ober Sinaga, S.Pd "Private Interview with English Teacher of SMAN 1 Tukka Central Tapanauli Regency, on 10th November 2022, at 19.20 PM," n.d

writing is an effective process for describing, synthesizing, analyzing, interpreting and communication experience.<sup>2</sup> Kagan and High find that among the methods that are deemed to suit the teaching of writing was the corporation of Cooperative Learning Method or CLM.<sup>3</sup> In this case, Legenhausen and Wolff state that writing in Cooperative Learning method was an efficient way to encourage writing abilities and it was an excellent interaction activity.<sup>4</sup> The application of Cooperative learning has shown constructive result in improving students' writing skill.

Jones and Jones argue that Cooperative Learning method embody those principles in an attempt to provide structure for students' interaction in writing.<sup>5</sup> Therefore, Cooperative Learning method helps students with learning disabilities, those who have social interaction difficulties. In this Cooperative Learning method, students are expected to work within a group or with other group members, thus increasing their motivation to improve their writing skills in English. Based on the explanation and problems above, the researcher interests to do research about "The Effect of Cooperative Learning Method Towards Students' Writing Ability at the X grade of SMAN 1 Tukka".

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<sup>2</sup>Rayendriani Fahmei Lubis at el, "Improving Student's Writing Ability in Report Text through Clustering Technique at Grade XI SMAN 1 Siabu," *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 05. No. 1. (2017)" 06, no. 2 (2018): 141–52, <http://rumahjurnalainpsp>.

<sup>3</sup>Kagan and High, *The structural approach to cooperative learning*. Educational Leadership, p 12-15.

<sup>4</sup>Legenhausen, & Wolff, *Text Production in the Foreign Language Classroom and the Word Processor*. p 325

<sup>5</sup>Karrie A Jones and Jennifer L Jones, "Making Cooperative Learning Work in the College Classroom : An Application of the ' Five Pillars ' of Cooperative Learning to Post-Secondary Instruction" 8, no. 2 (2008): 61–76.

## **B. The Identification of the Problem**

Based on the background thereover, it can be identified some obstacles on students' writing ability at the X grade of SMAN 1 Tukka, namely :

1. The students got difficult in grammatical error while writing
2. The students felt hard about tense
3. The students had a complication in construct sentence in English
4. Limitation of students' vocabulary
5. Students stress in develop idea while writing

## **C. The Limitation of the Problem**

Based on the identification of the problem atop, the researcher limited the problem of the study into one problem. The researcher focused on stressing students in develop their ideas in writing. The writing ability that students must master especially in writing descriptive text. It will be taught by way of Cooperative Learning method at the X grade of SMAN 1 Tukka.

## **D. The Formulation of the Problem**

By way of formulation of the problem, it will be known the purposes of this research are :

1. How is the students' writing ability before learning using Cooperative Learning Method?
2. How is the students' writing ability after learning using Cooperative Learning Method?

3. Is there any significant effect of Cooperative Learning Method on students' writing ability?

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

Out the formulation of the problem, the purposes of this research are :

1. To know the information about the students' writing ability in writing descriptive text before learning descriptive text by using cooperative learning method.
2. To know the information about the students' writing ability in writing descriptive text after learning descriptive text by using cooperative learning method.
3. To examine whether is cooperative learning method significant on students' writing ability.

#### **F. The Significances of the Problem**

The significances of this research are:

1. For the students are:
  - a. To inform students how the structure and way to write descriptive text
  - b. To increase the students' feeling of pleasure, confidence, working in group, feeling free to utter their ideas in descriptive text.
2. For the English teachers, it is intended worthwhile as a reference how to make students' learning and teaching process pleasant and attractive

3. For the researcher are:
  - a. To increase knowledge of the research about technique for teaching especially in teaching writing
  - b. To expected can be benefecial information for the next researcher when the researchers are writing on the same topic especially in descrptive text

#### **G. Definition of Operational Variables**

The reseacher describes some theories of each variable to elude misunderstanding in perception the title of this research. The researcher deduces the theories of the research into some variables as follows:

1. Cooperative Learning Method (Variable X)

Cooperative Learning method consists of three words which are learning, method and cooperative. The fisrt, learning is acquitation of knowledge, ability, and skill through study, experience or being taught. The second, method is procedure of accomplishing or resolving something for achieving something be required. The last, cooperative is group of people that work as a team to reach some goal or solve some problems. Cooperative Learning method can be defined as a method that involed some students as a team work to achieve some goals or resolving some problems.

## 2. Writing Ability (Variable Y)

Writing ability based on two words which are writing and ability. The first, writing is an activity for creating essay or information. The second, ability is the power or capacity to do or act physically, mentally, legally, morally and financially. The essence of writing is of conveying an idea, feelings in written form.

## H. The Outline of the Thesis

The systematic of this research classified into five chapters. Each chapter consists of some sub chapters with itemized. Chapter one consists of introduction; background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of research, significant of the problem, definition of operational variable and outline the thesis. Chapter two consists of theoretical description, related finding, and conceptual framework.

Chapter three consists of methodology of the research which is divided into some subchapters, namely: place and time of the research, the research design, population and sample, instrument of the research, validity and reability, technique of collecting data, and technique of analysis the data. Chapter four consists of the data description of data, hypothesis testing, discussion and the threats of the research. Chapter five consists of the conclusion about the result of the thesis, implication and suggestion that are given by the researcher.



## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Writing Ability

In accumulating a research, theories are required to explain some concepts and terms applied in research. The terms as follow:

##### 1. The Description of Writing

Writing is the representation of language in a text medium using a set of letters or symbols (known as a writing system). Writing is basically a way of expressing ideas, thoughts and feelings to others in symbols. Writing ability, therefore, is the ability to put ideas, thoughts, and feelings into words. It is different from illustrations like drawings and paintings.<sup>1</sup> Writing skills are more difficult for language learners to master compared to other language skills. This is because writers need to create coherent sentences so that readers can easily understand the text or message they are trying to convey.

There are some statements by some experts about writing. The first, Hafidz said “writing can be defined by a series of contrast. It is both a physical and a mental act. Writing is the physical act of committing words or ideas to some medium”.<sup>2</sup> In the other hand, wrting is the mental process

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<sup>1</sup>Rahmadhani Siregar and Nursahara Dongoran, “Students’ Ability in Writing Descriptive Text,” *English Journal for Teaching and Learning* 08, no. 01 (2020): 81–90, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ>.

<sup>2</sup>Moh. Hafidz, “Learner Autonomy on Essay Writing Accuracy,” *Jurnal Pendidikan Edutama* 5, no. 1 (2018): 9, <https://doi.org/10.30734/jpe.v5i1.123>.

of inventing ideas, figuring out how to express them, and organizing them into clear statements or paragraphs for the reader.<sup>3</sup> Writing is both a process and an outcome. The process consists of introduction, organizing, drafting, editing, reading and rereading.

The second, Arochman said “writing is to send down or paint the graphic symbols which draws a language that it understands by someone, so other people can read the graphic symbols itself that they understand the language and the graphic symbols”.<sup>4</sup> In addition, writing is language production through symbols. This verse conveys meaning based on text and context. Writing in is a personal act in which the author receives ideas and suggestions and turns them into spontaneous topics.

The last, Taylor et.al said “writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentences”.<sup>5</sup> At its most basic level, writing is the physical act of transferring words and ideas to a medium, whether it be hieroglyphs on parchment or an email message typed into a computer. Think about how to express them and organize them into statements and paragraphs that are clear to the reader.

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<sup>3</sup>fitri Rayani Siregar, “ Teaching Writing And Evaluating Students’ Writing (In A Process Approach ) By: Fitri Rayani Siregar 1” 01, no. 01 (2019): 1–17.

<sup>4</sup>Fikri Arochman, “An Effort To Improve Writing Skill, 2019,” , 5–18, [http://repository.ump.ac.id/5547/3/FIKRI\\_AROCHMAN\\_CHAPTER\\_II.pdf](http://repository.ump.ac.id/5547/3/FIKRI_AROCHMAN_CHAPTER_II.pdf).

<sup>5</sup>Routledge Taylor, Francis Group, and Jeremy Harmer, “The Theoretical of Framework A. Writing,” 2009, 12–45.

Based on the experts assessment above, researcher resumes that writing is a form of writing to express one's feelings, ideas, and thoughts, and that they are written so that all readers can easily understand what the author wants to write. concludes to organize into appropriate statements and paragraphs. Writing also means writing something that involves several steps or stages.

## 2. The Process of Writing

Harmer states that writing process is a way of looking at what people do when they compose a written text.<sup>6</sup> Another opinion is proposed by Li Shen et.al who states that writing is resulted from a process of imitating and manipulating models.<sup>7</sup> Writing includes the process of building language skills, vocabulary knowledge, syntactic patterns, and related devices. Seeing that writing is a process, there are stages that will help writers manage the hard work of writing and hone their skills.

Burdett and Ginn find that there are five stages of the writing process: prewriting, writing, revising, proofreading, and publishing.<sup>8</sup>

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<sup>6</sup>Jeremy Harmer, "Jeremy Harmer How to Teach Writing Longm.Pdf" (England: Munchen Sun, 1988), [www.longman.com](http://www.longman.com).

<sup>7</sup>Li Shen, Tony Silva, and Paul Kei Matsuda, *On Second Language Writing*, ed. Jack C. Richards, *TESOL Quarterly*, vol. 36 (Hong Kong: Ken Hyland, 2002), <https://doi.org/10.2307/3588251>.

<sup>8</sup>Coutts Burdet and Nicholas Gin, "A Study on Correlation between Self-Efficacy Perceptions and Writing Skills of Students with Turkish Ancestry and Foreign Students," *Anthropologist* 16, no. 3 (2013): 539–49, <https://doi.org/10.1080/09720073.2013.11891380>.

- 1) Prewriting is the preparation of the writer before writing, whether the writer is ready or not. Here the writer must get the idea, and the idea can be obtained by making a mind mapping or conducting an interview. Perhaps, there are some ideas or topics, then choose one of the topics by making a list specific topics under each category. Consider each listing, and then choose the one that is interesting.
- 2) After getting the topic, turn to the next stage, writing. In this step, besides putting the idea on the paper, the writer should also develop the idea obtained from prewriting. It can be done by starting with questions that relate to the idea, making main mapping or brain storming if necessary for the sake that the idea can be developed.
- 3) The third stage is revising. It means making changes to improve the writing. It can be done by the teacher and sharing the writing content with a partner. Here, the teacher tries to check students' first draft by revising and marking the mistakes done by the students. There will be a lot of and varied mistakes.
- 4) After revising, proofreading becomes the important stage for looking for the fixing errors. It is hard to look for every kind of errors at once. The ways that should be done are checking indentation, capitalization, and punctuation. In other words, it can be said that this step is the continued revising.
- 5) The final stage is publishing. After passing every stage orderly, it is time to share the writing with others where the final product is shown

to the readers. Here, the readers accept the message from the text written by the writer.

### **3. Components of Writing**

Writing is very complex and has many components. Harrys shares his five elements of writing. They are content, form, grammar, style, and mechanism.<sup>9</sup> They are explained below.

- 1) Content is the content of the text or the expression of the main idea (unity).
- 2) Form refers to the logical organization (consistency) of content.
- 3) Grammar refers to the use of correct grammatical forms and syntactic patterns. There are different levels of grammar usage, 20 informal English, general English and formal English. The best level for teaching, especially in high school, is General English.
- 4) Style refers to the choice of structure and lexical elements to give a particular tone to a sentence.
- 5) The mechanism deals with the use of the graphics conventions of the language.

### **4. Kinds of Text**

There are 13 kinds of text that can be found in English text, namely:

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<sup>9</sup>Siti Rodhia Harahap, Muchlas Suseno, and Riana Bagaskorowati, "Improving the Students' Skill of Writing Narrative Text through Cooperative Learning Model with Jigsaw Technique," *Journal of English Language Studies* 4, no. 2 (2019): 184, <https://doi.org/10.30870/jels.v4i2.6216>.

1. Descriptive text, a text which describes a person, thing, place and certain condition in particular.
2. Report text tries to explain the detail of things as they are.
3. Procedural text is one of genre in According to the generic structure, a procedure text is organized through sequenced arrangement, they are goal, equipment, and steps.
4. Explanation text is structured by the generic level of general statement and followed with sequenced explanation.
5. Madison Smart Bell - the narrative design - or what we call form or structure, is of first and final importance to any work of fiction.
6. A recount text in English is about retelling a series of events.
7. news item text is a text which inform readers about events of the day
8. Spoof text is a type of text or story that has a funny twist or surprise at the end
9. Anecdote text can be interpreted as a text that retells a funny incident or an odd event.
10. Analytical exposition is one of argumentative texts which present some supporting idea on why certain writer's opinion is important
11. Hortatory Exposition is a type of text or persuasive oral material, often used to explain whether something is not permissible to do.
12. Discussion text is a text that contains a discussion related to an issue.

13. Review text is a type of text in English that contains reviews, evaluations, reviews, or ratings of a product.<sup>10</sup>

From all those kinds of text, researcher choose one kinds of text that is descriptive text.

## 5. Purpose of writing

The common purpose that can be found in writing has four purposes, namely:

- 1) To inform, it refers to transmit crucial information about the subject to the reader. It usually just tells the readers what the facts and what happened.
- 2) To explain, the writer describes what writer writes clearly.
- 3) To persuade, it means to convince the reader to accept the main idea, supporting idea, and concluding the text or whole the paragraph even though the text may in controversial.
- 4) To amuse, amuse the reader requires than yourself so that the reader keep on read your text until the end.<sup>11</sup>

After knowing the purposes of writing, writer will be faced some obstacles while writing, it will be described in below.

## 6. Difficulties in Writing

Like all gaining knowledge of problems, difficulties in writing may be devastating to a student's education. Unless a student develops certain basic

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<sup>10</sup>Saiful saifullah, "Skill 13 Types Of Texts," *Organization, Institution*, 2013, 1–88.

<sup>11</sup>Harmer, "Jeremy Harmer, How to Teach Writing Longm.Pdf."

skills, he will not be able to write as quickly and fluently as those demands will increase. In fact, for students with writing problems, the writing process itself hinders their learning.<sup>12</sup> Students facing such difficult odds have trouble staying motivated.

Pratiwi argues that difficulties that prevent writing into three categories. The first is a language difficulty.<sup>13</sup> Linguistic aspects such as grammar, vocabulary, language use and choice of written words must be fully observed. The second is Physiological difficulty, which focuses more on the writer's difficulty due to the lack of direct interaction and reader feedback while writing. This difficulty focuses more on difficulties in developing written material or compositional content. The third is cognitive difficulties. Writing requires thinking about formal guidelines such as spelling, punctuation, capitalization and paragraphs.

Based on difficulties that finding above, researcher offers a method that is suitable to face those difficulties. There are many methods, strategies and even techniques that can be applied. The method that researher offering is cooperative learning method, it describes in the next discussion.

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<sup>12</sup>Ida Royani and Islam Negeri Syekh, "Difficulties in Academic Writing : Perspective of Graduate Students of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan" 11, no. 01 (2023): 72–83.

<sup>13</sup>K. D Pratiwi, "Students ' Difficulties in Writing English : A Study at the Third Semester Students of English Education Program At University of Bengkulu," *E Journal Universitas Bengkulu* 1, no. 2 (2016): 1–13.



## **B. Writing Descriptive Text**

### **1. Definition of Descriptive Text**

Descriptive text is a type of text used by an author or speaker to describe a particular object, person, animal, place, and/or event to a reader or listener.<sup>14</sup> The process of description begins with dealing with naming, taxonomy, attributes, behaviors, functions, etc., by clearly ordering those properties. A descriptive sentence is a paragraph defined as a group of sentences that are closely related in thought and serve the purpose of commentary, describing what a person looks like, how they behave, what a place looks like, what an object looks like.

From the definition above, it can be concluded that a descriptive paragraph is a paragraph that describes a particular person, place, or event in detail. Writing a description brings a person, place, or thing to life in a way that allows the reader to visualize the subject matter and step into the author's experience. It is a way of enriching other forms of writing, or developing an image of what something might look like as a dominant strategy.

### **2. Generic Structure of Descriptive Text**

The generic structure of descriptive text is two structure by Siahaan and Shinoda, namely:

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<sup>14</sup>Eko Noprianto, "Student ' s Descriptive Text Writing in SFL Perspectives" 2, no. 1 (2017): 65–81, [http://download.garuda.kemdikbud.go.id/article.php?article=782667&val=12861&title=Students Descriptive Text Writing In SFL Perspectives](http://download.garuda.kemdikbud.go.id/article.php?article=782667&val=12861&title=Students%20Descriptive%20Text%20Writing%20In%20SFL%20Perspectives).

- 1) Text Element: Content
- 2) Identification: Introduces and identifies specific objects intended to described.
- 3) Description: Describes the intended object using descriptive details or information about the object.<sup>15</sup>

### 3. Social Function of Descriptive Text

Based on Tuahman et.al say, the social function of descriptive text is to give information to reader about the illustration of certain persons, place, or something specifically.<sup>16</sup> The function of descriptive text is to infrom. Social function of descriptive text are to describe a particular place, person, place or thing.

### 4. Language Features

Language features in descriptive text included the indicators, as follows:

- 1) Focus on specific participant
- 2) Use of simpe present tense
- 3) Verbs of being and having
- 4) Use of desciptive adjectives
- 5) Use of figurative language

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<sup>15</sup>Sanggam Siahaan and Kisno Shinoda, "Generic Text Structure," *Yogyakarta: Graha Ilmu*, 2008, 73, <https://grahailmu.co.id/previewpdf/978-979-756-314-1-357.pdf>.

<sup>16</sup>Febrina Kammer Tuahman, Sahlan, Fenty Debora, "Generic Structure of Descriptive Text Written English Language Learner and Teachers" 5, no. July (2021): 1636–50.

6) Use of adverbials to give additional information about behaviour.<sup>17</sup>

## 5. Example of Descriptive Text

### Mursala Island

Identification

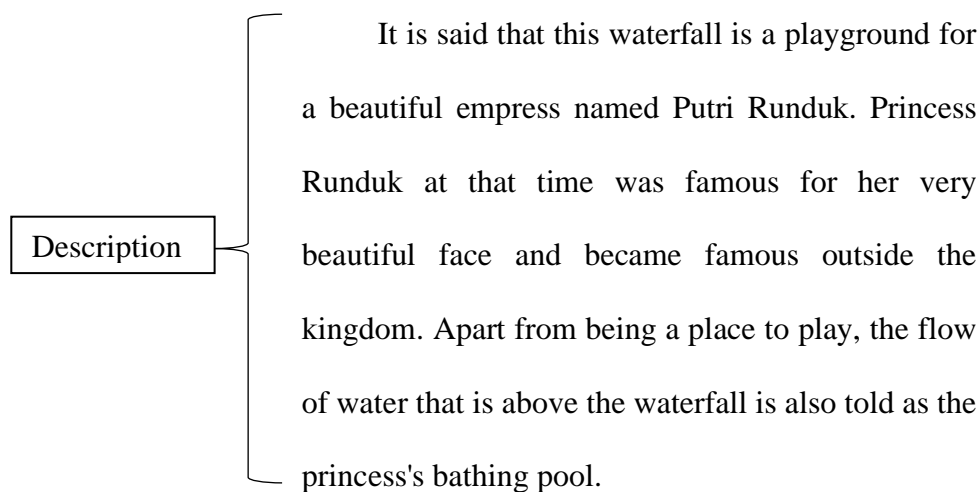
Mursala Sibolga Island, also known as Mansalaar Island, is the largest island that belongs to Central Tapanuli Regency. This 8,000 hectare island is surrounded by white sand that looks beautiful.

Description

It even fascinated Hollywood film producers with its natural beauty to shoot films on this island, to be precise in the 2005 King Kong film. Apart from that, there is also a tourist attraction that is a mainstay on Mursala Island, namely the Mursala Island Waterfall. Although quite large, this island is not inhabited. Mursala Island Waterfall, which has a height of about 35 m, is a waterfall that is somewhat unique and different from most other waterfalls. This is because the flow of the waterfall here goes directly into the sea. facing the Indian Ocean, the flow of this waterfall falls directly into the sea.

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<sup>17</sup>Saiful saifullah, "Skill 13 Types Of Texts."



From those examples conclude that identification is the statement that will describe the object. While description is describes the condition of the object, characteristic, location, weather.

## C. The Description of Cooperative Learning Method

### 1. Definition of Cooperative Learning Method

In Cooperative Learning method, students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal.<sup>18</sup> There is considerable group-to-individual transfer.<sup>19</sup> Cooperative Learning method is one of the method of learning emphasizing on attitude and behavior to solve the problem together. Kagan and High find that among the methods that are deemed to suit the teaching of writing was the corporation of

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<sup>18</sup>Karrie A Jones and Jennifer L Jones, "Making Cooperative Learning Work in the College Classroom : An Application of the ' Five Pillars ' of Cooperative Learning to Post-Secondary Instruction."

<sup>19</sup>Teboho Mokhena et al., "We Are IntechOpen , the World ' s Leading Publisher of Open Access Books Built by Scientists , for Scientists TOP 1 %," *Intech*, 2016, 225–40, <https://www.intechopen.com/books/advanced-biometric-technologies/liveness-detection-in-biometrics>.

Cooperative Learning Method or CLM.<sup>20</sup> In this case, Legenhausen and Wolff state that writing in Cooperative Learning method was an efficient way to encourage writing abilities and it was an excellent interaction activity.<sup>21</sup> The application of Cooperative learning has shown constructive result in improving students' writing skill.

Jones and Jones argue that Cooperative Learning method embody those principles in an attempt to provide structure for students' interaction in writing.<sup>22</sup> Therefore, Cooperative Learning method helps students with learning disabilities, those who have social interaction difficulties. A purpose of Cooperative Learning method is to make each group member a stronger individual.

Parker states Cooperative Learning method has been defined as a method in classroom learning environment in which students work on academic tasks in small, heterogeneous groups.<sup>23</sup> It means Cooperative Learning method need a mount of students to make pairs and small groups. It is a way of teaching that makes teacher convinent to build students social skill, rapid in problem solving and enjoying the classroom situations.

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<sup>20</sup>Kagan and High, *The structural approach to cooperative learning*. Educational Leadership, p 12-15.

<sup>21</sup>Legenhausen, & Wolff, Text Production in the Foreign Language Classroom and the Word Processor. p 325

<sup>22</sup>Jones and Jones, "Making Cooperative Learning Work in the College Classroom : An Application of the ' Five Pillars ' of Cooperative Learning to Post-Secondary Instruction."

<sup>23</sup>Ruth E. Parker, "Small-Group Cooperative Learning—Improving Academic, Social Gains in The Classroom," *NASSP Bulletin* 69, no. 479 (1985): 48–57, <https://doi.org/10.1177/019263658506947908>.

Slavin argues that Cooperative Learning method is a method that share the idea of students to work together to learn and are responsible for one another's learning as well as their own.<sup>24</sup> Social learning is an evident objectives of cooperative learning. Jonshon et al. in Gillies state that Cooperative learning method is the instructional use of small groups for students to work together to maximize their own and mutual learning.<sup>25</sup> The teacher in Cooperative Learning method patterns the social interaction structures learning activities well. In addition, teacher teaches students in social skill so that they can do learning together more effectively. Students can maximize their own ability to generate their ideas and each other's learning when they are gather in Cooperative Learning method.

Based on those theories above, the researcher conclude that Cooperative Learning method is a method that doing learning by making pairs and small groups that consists of students which aims for motivating each other to reach the goals maximally. Cooperative Learning method contains a group approach that has a goal in academic and social skills. A group can stand in 2-6 students in each group.

## **2. Procedure in Cooperative Learning Method**

Jones and Jones find that there are some steps or way in teaching by using Cooperative Learning method, as follows:

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<sup>24</sup>Robert E. Slavin, *Cooperative Learning : Student Teams, National Education Association*, 1982. <https://erwinpermana.files.wordpress.com/2017/11/ed222489.pdf>

<sup>25</sup>Robyn M. Gillies, "Cooperative Learning: Developments in Research," *International Journal of Educational Psychology* 3, no. 2 (2014): 125–40, <https://doi.org/10.4471/ijep.2014.08>.

### 1) Pre-Instructional Planning

Prior planning helps to establish the specific cooperative learning method to be used and lays the foundation for effective group work. Plan out how groups will be formed and structure how the members will interact with each other.

### 2) Introduce the Activity to the Students

Students need to get their "marching orders." Explain the academic task to them and what the criteria are for success. Then structure the cooperative aspects of their work with special attention to the components of positive interdependence and individual accountability. Set up time limits and allow for clarifying questions.

### 3) Monitor and Intervene

This is where you let the groups run while you circulate through the room to collect observation data, see whether they understand the assignment, give immediate feedback and praise for working together. If a group is having problems, you can intervene to help them get on the right track.

### 4) Assessment

Some informal assessment is already done while you are monitoring the groups during the exercise. However, once the group finishes their project, work should be assessed by both instructor and group.

### 5) Process

Group processing involves asking the groups to rate their own performance and set goals for themselves to improve their cooperative work.<sup>26</sup>

Based on explanation above, the researcher resumes the students gather in certain group and will be controlled by teacher. The group can contain of 4-5 students each group in class.<sup>27</sup> Beginning until closing be controlled.

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<sup>26</sup>Karrie A Jones and Jennifer L Jones, "Making Cooperative Learning Work in the College Classroom : An Application of the ' Five Pillars ' of Cooperative Learning to Post-Secondary Instruction."

<sup>27</sup>Andi Sulisto and Nik Haryanti, "Model Pembelajaran Kooperatif (Cooperative Learning Model)," *Eureka Media Aksara*, 2022, 1–23.

### 3. Advantages and Disadvantages Cooperative Learning Method

In general, the results suggest that Cooperative Learning method develops higher-level thinking skills, increases motivation, improves interpersonal relationships, and improves motivation and peer relationships.<sup>28</sup> Cooperative Learning method is valuable for all students who have been identified as a risk, bilingual, gifted, and normal. All students need to study in a supportive community to feel safe to take risks. Studies of in-group behaviors that contribute to learning effectiveness have found that learners who provide or receive detailed explanations benefit most from the activity. They build their own knowledge base.

In addition, learners felt they had more individual control over their destiny at school, had more time to work on tasks, and were more willing to cooperate and altruistic.<sup>29</sup> Social interaction skills are developed using Cooperative Learning method. Students do not acquire these skills naturally.

There are some advantages that can find in Cooperative Learning, as follow:

- 1) Group grade

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<sup>28</sup>Robert E. Slavin, "Cooperative Learning," *Review of Educational Research* 50, no. 2 (1980): 315–42, <https://doi.org/10.3102/00346543050002315>.

<sup>29</sup>Concetta La Rocca, Massimo Margottini, and Rosa Capobianco, "Collaborative Learning in Higher Education," *Open Journal of Social Sciences* 02, no. 02 (2014): 61–66, <https://doi.org/10.4236/jss.2014.22009>.



Team projects with group grades breed resentment and are unfair. One student does most or all of the assignments and the rest get grades.<sup>30</sup> This means that a student's performance depends on who understands the subject the least. For those who understand the subject well and have done their best to help the group, low grades seem very unfair and can lead to resentment that stops further learning.

2) Avoidance of failure

Cooperative Learning method allows students to quickly see who is particularly good at a particular subject and who is not. High-performing students try to join each other's groups to avoid grading issues that lead to class polarization. Over time, this may even discourage students from trying.

3) Teacher can not monitor all groups of students at once time

It is not the student's job to teach fellow students about subject matter. However, co-learning systems force students to become teachers when teachers want to distribute tasks and ensure passing grades are achieved. The effective teachers will circulate among the groups, listen to students, and offer suggestions and criticisms.

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<sup>30</sup>Lisa M. Farmer, "Kagan Cooperative Learning Structures and the Effects on Student Achievement and Engagement," *Master's Thesis & Capstone Projects* 8 (2017): 1–18, [https://nwcommons.nwciowa.edu/education\\_masters/52/](https://nwcommons.nwciowa.edu/education_masters/52/).

## 4) A system of dependency

Habits begin to form in students' learning behavior when they have someone to rely on to get the job done. Poor students become poor workers, ultimately disfavoring today's students as tomorrow's workers. It may also be the key you need to unlock your potential in today's students.<sup>31</sup>

#### 4. Procedure of Teaching Writing Descriptive Text by Using Cooperative

##### Learning Method

Within teaching writing by using Cooperative Learning method, teacher is intended to apply some variety of procedures to give it to students. Based on Jones and Jones, she describes some procedures of implementing Cooperative Learning method that students can employ.<sup>32</sup> The steps describe below, those are:

**Table II.1**

##### Teaching Writing Descriptive Text by Using Cooperative Learning Method

No	The Teacher	Procedures	The students
1.	The teacher gives instructions and plans what students will display and how each individual will interact with each other.	1. Pre-instructional planning Ask students to hear the instruction and planning from the teacher what students will do and how individual will interact with each other.	The students hear the instruction from the teacher.

<sup>31</sup>Jenny Wang, "The Advantages and Disadvantages of Using Cooperative Learning in EFL Classroom in Taiwan Student: Jenny Wang Professor: Hsin Hsin Lee," n.d., [https://www.academia.edu/35055490/The\\_Advantages\\_and\\_Disadvantages\\_of\\_Using\\_Cooperative\\_Learning\\_in\\_EFL\\_Classroom\\_in\\_Taiwan](https://www.academia.edu/35055490/The_Advantages_and_Disadvantages_of_Using_Cooperative_Learning_in_EFL_Classroom_in_Taiwan).

<sup>32</sup>Karrie A Jones and Jennifer L Jones, "Making Cooperative Learning Work in the College Classroom : An Application of the ' Five Pillars ' of Cooperative Learning to Post-Secondary Instruction."

No	The Teacher	Procedures	The students
2.	The teacher explains the task to the students and what criteria must be achieved at the allotted time.	2. Introduce to the activity Ask students to hear the task and what criteria must be achieved at the allotted time.	Students hear the task and what criteria must be achieved at the allotted time.
3.	The teacher lets students to work in groups. The teacher goes around the room to collect observational data, see if students understand the task, give direct feedback and praise for cooperation. If a group runs into trouble, the teacher intervenes to help get students on the right track.	3. Monitor and Intervence Ask students to work in groups. The teacher goes around the room to collect observational data, see if students understand the task, give direct feedback and praise for cooperation. If a group runs into trouble, the teacher intervenes to help get students on the right track.	Students work in group.
4.	The teacher assessed the students project by both of instructor and group.	4. Assessment assessed the students project by both of instructor and group.	Students assessed their project with the teacher.
5.	The teacher asks the group to rate their own performance and set goals for themselves to improve their cooperative work.	5. Process Asks the group to rate their own performance and set goals for themselves to improve their cooperative work.	Students rate their own performance and set goals for themselves to improve their cooperative work.

## 5. Procedure of Teaching Writing by Using Teacher's Method

### a. The process in pre-teaching

1. The teacher greets and invites all students to pray according to their respective religions and beliefs.

2. The teacher checks self-readiness by filling out the attendance sheet and checking the tidiness of clothes, positions and seats according to learning activities.
3. The teacher associates the lesson with brainstorming to find out the background knowledge of students.

b. While teaching

(Observing) Observing

1. The teacher explains the meaning, social function of descriptive text.
2. The teacher explains the generic structure of the descriptive text
3. The teacher explains the language features used in the descriptive text
4. The teacher instructs students to pay attention to the example of a descriptive text "Niagara Falls" contained in the school textbook.
5. Students pay attention to the social function, text structure, and linguistic elements of descriptive text
6. The teacher and students analyze social functions, linguistic elements, and generic structures in descriptive text.

(Questioning) Ask

1. The teacher guides students to ask for information contained in the descriptive text related to social functions, generic structure and language features.
2. Students respond to questions related to the text orally.

(Collecting Data) Exploring

1. The teacher asks students to discuss with their peers.

(Associating) Associating

1. The teacher distributes material about tourist attractions in Central Sibolga/Tapanauli; Poncan Island and Pandan Beach.
2. Students and their classmates compose a descriptive text with the theme "Destination in Sibolga/Tapanauli Tengah" (Pandan Beach, Poncan Island).
3. The teacher observes and responds to students during the learning/discussion process.

(Communicating) Communicating

1. Students with their peers present material with other groups that have different themes from them.
2. The teacher observes and assesses student presentations from the skills aspect.

c. Post-teaching

1. Students make conclusions/ summaries of learning outcomes for a day together
2. Ask and answer questions about the material that has been studied (to find out the results of the achievement of the material)

3. The teacher gives students the opportunity to express their opinions about the learning that has been followed.
4. Conduct an assessment of learning outcomes
5. All students pray according to their respective religions.

#### **D. Review of Related Findings**

There are some related findings to this research that has done by other researchers. Since writing is one of the subject in learning English, there are many different kinds of reserach had done. Here are some studies that use Cooperative Learning method in their researchs to improve students' writing skills.

The first is a theory and practice in language of Yıldız and Akdağ.<sup>33</sup> The study method is a quasi-experimental design with pre-test and post-test comparison groups. The study found that Cooperative Learning method in writing was a significant predictor of academic performance, but cooperative corner writing was not a significant predictor of academic performance. Also, there is no significant difference between future teachers' writing skills and story writing skills.

The second is a theory from Munawar and Chaudhary, the results showed that there was a significant difference in the mean scores between the experimental and control groups regarding writing skill, who had been taught

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<sup>33</sup>Emre Yıldız I, International Ii, Sinan Akdağ, Journal, and Progressive Education, "The Effects of Cooperative Learning and Writing to Learn Applications on Academic Achievement" 17, no. 1 (2021): 0–1, <https://doi.org/10.29329/ijpe.2020.329.13>.

by Cooperative Learning method as compared to those who were taught through grammar translation method.<sup>34</sup> Cooperative Learning method applied in the experimental group had a strong effect on writing comprehension abilities as compared to the effects of grammar translation method.

The third is Sutrisno et.al research.<sup>35</sup> The purpose of this study was to examine the effects of Cooperative Learning method and the personality types on English essay writing ability. This study was conducted at STIBA – IEC Jakarta in the 4th semester of the 2016/2017 academic year. There is an interactive effect between Cooperative Learning method and personality types on English essay writing skills.

The fourth is Jiang in her study, investigated the effects of Cooperative Learning method on alleviating writing anxiety through a pretest and a posttest assesement.<sup>36</sup> As a result, Cooperative Learning method It promoted mutual support among group members and was warmly welcomed by learners at different levels. reduced their foreign language writing anxiety and increased their writing competence greatly.

The fifth is Etik et.al The result of their research found that students were able to achieve higher scores when writing Revealing paragraphs when

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<sup>34</sup>Sumaira Munawar and Abid Hussain Chaudhary, “Effect of Cooperative Learning on the Writing Skill at Elementary Level in the Subject of English” 41, no. 3 (2019): 35–44, file:///C:/Users/user/Downloads/related finding 2.pdf.

<sup>35</sup>Bejo Sutrisno, Yumna Rasyid, and Aceng Rahmat, “The Effect of Cooperative Language Learning and Personality Types Towards Essay Writing,” *English Review: Journal of English Education* 6, no. 2 (2018): 95, <https://doi.org/10.25134/erjee.v6i2.1259>.

<sup>36</sup>Dongmei Jiang, “An Empirical Study on Alleviating Career English Writing Anxiety through Cooperative Learning in a Chinese Polytechnic Institute,” *International Journal of Higher Education* 5, no. 1 (2020): 173–82, <https://doi.org/10.5430/ijhe.v5n1p173>.

teachers use cooperative learning NHT type model for acquiring critical thinking capacity. Students with better critical thinking skills improved their grades Grades are in writing. Conversely, students with low scores were critical Thinking skills in writing received lower scores.<sup>37</sup>

Next, the aim of this research is to find out the students' ability in writing descriptive text at the X grade of SMAN 1 Tukka by using Cooperative Learning method. This research is quantitative method that will be conducting at SMAN 1 Tukka.

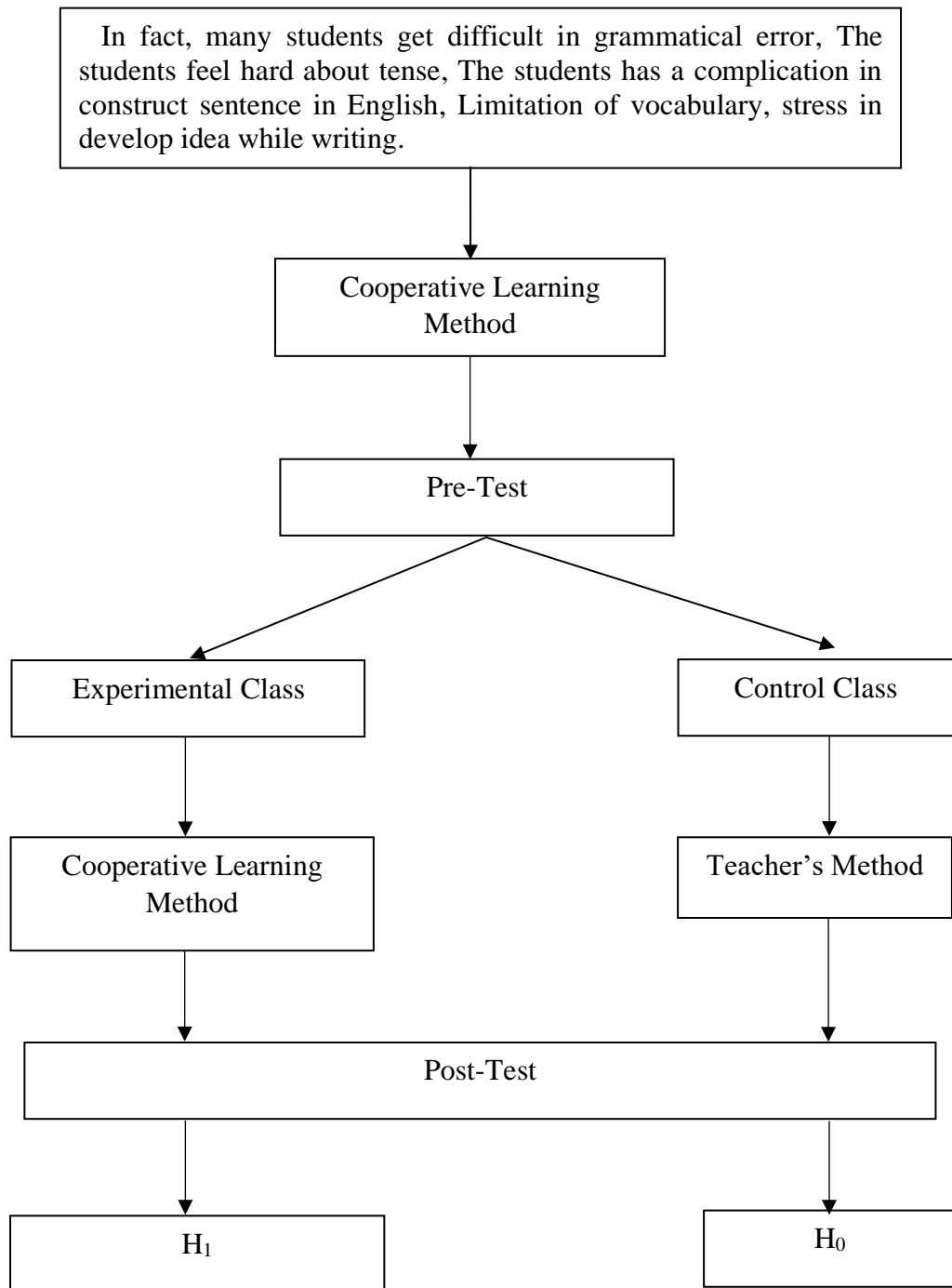
#### **E. Conceptual Frameworks**

Through the concept of cooperative learning is the way to make easier the writers in creating the text and generating their ideas. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categories into main ways to receptive competence and productive competence. The effect of Cooperative Learning method on students' writing descriptive text can be seen below:

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<sup>37</sup>Etik Etik, Ninuk Lustyantie, and Emzir Emzir, "The Effect of Cooperative Learning and Thinking Ability toward Writing Skill of Exposition Paragraph," *SALTeL Journal (Southeast Asia Language Teaching and Learning)* 3, no. 2 (2020): 22–31, <https://doi.org/10.35307/saltel.v3i2.50>.





**Figure II.1 : Conceptual framework**

Based on the figure, Cooperative Learning method is a way of teaching method used by the teacher to teach the writing ability. Cooperative Learning method is one of the method of teaching that can create the students easier to generate their idea in writing. The first, the researcher gives pre-test to know how far the ability of student to write descriptive text before treatment. The second, researcher gives treatment with Cooperative Learning method for experimental class. The last, researcher gives post-test to find out the effect of Cooperative Learning method on students' writing ability at the X grade of SMAN 1 Tukka.

#### **F. Hypothesis**

Hypothesis is an assume of reseacher in certain time until getting the real result. The hypothesis of this research are:

- 1) There is the significant effect of using Cooperative Learning Method on students' writing ability at the X grade of SMAN 1 Tukka ( $H_a$ ).  $\mu_1 > \mu_2$
- 2) There is no significant effect of using Cooperative Learning Method on students' writing ability at the X grade of SMAN 1 Tukka ( $H_0$ ).  $\mu_1 = \mu_2$

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. The Place and Time of the Research

This research has been done at the X grade SMAN 1 Tukka Tapanauli Tengah. The location at JL. Pendidikan No. 2 Tukka, Tukka, Kec. Tukka, Kab. Tapanauli Tengah Prov. Sumatra Utara. This research has been started from October 2022 up to finish.

##### B. Research Design

The researcher used two classes in this study of research. One of the class teach by using Cooperative Learning method. It is called as a experimental class. Meanwhile the other class teach by teacher's method. It is called as a control class. This research used experimental design with pre-test and post-test Control Group Design. The research design of this research can be seen in the following table:

**Table III. 1**  
**Table of Research Design**

Class	Pre-Test	Treatment	Post-Test
Experimental Class	✓	Cooperative Learning Method	✓
Control Class	✓	Teacher's Method	✓

It means there are two classes would be chosen, then give pre-test to know the basic condition of the two classes. Next, the both of class would be

given post -test. The result of the test compared to know the different effect of treatment to experimental class.C. Population and Sample

### 1. Population

The population of this research was whole the students at the X grade of SMAN 1 Tukka Tapanauli Tengah. The research has been done for the X Science grade of SMAN 1 Tukka Tapanauli Tengah. The population of this research consisted of two classes with 168 students. It can be seen from the table below:

**Table III. 2**  
**The Population of the X Grade Students of SMAN 1 Tukka**

No	Class	Students
1	IPA 1	32
2	IPA 2	34
3	IPA 3	35
4	IPA 4	34
5	IPA 5	33
TOTAL		168

There are 168 students overall in the tenth classes. The tenth IPA 1 amount 32 students. The tenth IPA 2 is 34 students, IPA 3 is 35 students, IPA 4 is 34 students. The last class is IPA 5 amount 33 students. The total of the students are 168 of 5 classes of SMAN 1 Tukka.

## 2. Sample

The research choosed two classes of five classes. The researcher choosed X IPA 3 consists of 20 students as experiment class and X IPA 2 consists of 20 students as control class. It can be seen from the table below:

**Table III. 3**  
**The Sample of the X Grade Students of SMAN 1 Tukka**

No	Class	Students
1	IPA 3	20
2	IPA 2	20
TOTAL		40

In this research, the researcher used simple random sampling because the population of this research is homogen. Thus each sampling unit as an isolated population element has the same opportunity to become a sample or to represent the population.

### **D. Instrument of the Test**

Research required good tools to ensure valid data is collected. In this study, the means of data collection is testing. Based on the definition above, tools should be used when conducting research. So, a tool is an object or facility whose function is to collect data from the field. The instrument of this research was test of writing. The test was an essay test. When building an instrument it depends on both variables. In this case, researcher teaches Cooperative Learning method as the independent or X variable and writing ability as the dependent or Y variable. The indicator of writing descriptive text can be seen on the table below:

**Table III. 4**  
**Indicator of Writing Descriptive Text**

<b>Indicator</b>	<b>Aspect</b>	<b>Criteria</b>	<b>Score</b>	
Generic structure	1. Identification 2. Description	The text corresponds to select genre, the terms and features of selected genre are perfectly followed, the writing ideas and information presented are very relevant, the content of the text is very easy to understand	4	
		Only meet 3 of the 4 condition set	3	
		Only meet 2 of the 4 condition set	2	
		Only meet 1 or even dose not meet the 4 condition that have been set	1	
Language Features	Use present tense	There are no error	4	
		There are some errors but do not really affect the meaning	3	
		Often found errors, but the meaning can still be understood	2	
		There are so many errors that the meaning difficult to understand	1	
	Using Action verbs	There are no error	4	
		There are some errors but do not really affect the meaning	3	
		Often found errors, but the meaning can still be understood	2	
		There are so many errors that the meaning difficult to understand	1	
	Using Adjective and Adverb	Often found errors, but the meaning can still be understood	4	
		There are so many errors that the meaning difficult to understand	3	
		Often found errors, but the meaning can still be understood	2	
		There are so many errors that the meaning difficult to understand	1	
	Vocabulary		The sentence use are very effective, correctly use lexical variations, master the form of words correctly, the terms are used correctly.	4
			Only meet 3 of the 4 condition set	3
			Only meet 2 of the 4 condition set	2

Indicator	Aspect	Criteria	Score
		Only meet 1 or even dose not meet the 4 condition that have been set <sup>1</sup>	1

### E. Validity and Reliability Instrument

A good test should be valid. Therefore, the test can be used to measure the measured aspect. In this case, the researcher used construct validity. In this study, researchers used construct validity to maintain instrument validity. Construct validity is part of overall testing for measuring test content. There are two valid essay tests by researcher. One essay test for the pre-test and one essay test for the post-test. In this research, researcher used a rubric score to check the validity of the study.

Another requirement that is also important to researcher is reliability. Findings must be reliable. Reliability means that the test results show similarity. A research instrument is considered to have a high reliability score if the tests produce consistent results at a measurable level. In this study, researcher used chi-square to find reliability. The validity and reliability of the construct is the validity of testing based on expert judgment.

In this case, the researcher did the validity test to an English teacher of SMAN 1 Tukka who is Mr. Ober Sinaga, M.Pd. Researcher used a writing test to test students' writing ability. In this study, the evaluation criteria were based

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<sup>1</sup>Mahrkh Bashir, *Buku Guru Bahasa Inggris*, ed. Pandji Mangunsudarmo, Revisi 201. (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), <https://bukusekolah.id/buku/buku-bahasa-inggris-kelas-11-sma/>

on five criteria of written test. They are content, organization, grammar, vocabulary, and mechanic.

## **F. Procedure of the Research**

In this research, the researcher collected the data by using pre-test, treatment and post-test.

### **a. Pre-test**

The function of the pre-test is to find an average score for the Cooperative Learning method and teacher's method before the treatment. The researcher used some steps. The steps for pre-test are:

1. The researcher prepared the essay test
2. The researcher distributed the paper of the test to students of experimental class and control class.
3. The researcher explained what students will to do.
4. The researcher gave time to students to answer the questions.
5. The students answered the question.
6. The students collected their paper test to the researcher.

### **b. Treatment**

Experimental and control classes are given material consisting of aspects of descriptive writing skills taught in different ways by the teacher. The experimental class was taught using Cooperative Learning method. The control class was taught using teacher's method. The steps are:



1. The researcher prepared the material.
2. The researcher explained the material to experiment class.
3. The researcher taught the material about descriptive text
4. The researcher taught the material about descriptive text by using Cooperative Learning method.

c. Post test

After treatment, researcher performed a post-test, which was different from the pre-test. This post-test is the final test in this research. After conducting post-tests, researcher analyzed the data and researcher found the effects of Cooperative Learning method on students' writing ability in descriptive writing.

The steps in post-test are:

1. The researcher prepared the an essay test
2. The researcher distributed the paper of the test to students of experimental and control class
3. The researcher explained what students do
4. The researcher gave the time to students to answer the question
5. The students made a descriptive text
6. The students collected their paper test to researcher
7. The researcher checked the answer of students and finds the mean score of control and experimental class.

## G. Technique of Data Analysis

To analyze the data, the researcher used “t” test. “T” test is one of statistic examine the difference two variable. The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class. In this research, the researcher used the tecnique of data analysis as follow:

### 1. Requirement Test

#### a. Normality Test

Normality test is used to know wheter the data of researcher is normal or not. For knowing the normality, the researcher used Chi-Square, the formula is:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Value of Chi-Square

$f_o$  = Observed Frequency

$f_h$  = Expected Frequency<sup>2</sup>

To calculate the result of Chi-Square, it is used significant level 5% (0,05) and degree of freedom is (dk= k -1).

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<sup>2</sup>Ahmad Nizar Rangkuti, Statistik Untuk Penelitian Pendidikan (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015), p.74.

## b. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as following:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Varint}}$$

The hypothesis is accepted if  $F_{\text{count}} \leq F_{\text{table}}$

The hypothesis is rejected if  $F_{\text{count}} \geq F_{\text{table}}$ <sup>3</sup>

The hypothesis is rejected if  $F \leq F_{\frac{1}{2} \alpha (n_1-1) (1= n_2-1)}$ , while if  $F_{\text{count}} > F_{\text{table}}$  hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was  $(n_1-1)$ , while detominators is  $(n_2-1)$ .

## 2. Testing Hypothesis

The hypothesis is to answer the result of the research. The analysis of the data will be done to find out the ability of two groups that had been devided into experimental class and control class. Hypothesis would present the result of the research. The data would be analyzed by using t-test formula:

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<sup>3</sup>Agus Irianto, Statistik Konsep Dasar Dan Aplikasinya (Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p.276.

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T = The value which the statistical significance

M<sub>1</sub> = The average score of the experimetal class

M<sub>2</sub> = The average score of the control class

S<sub>1</sub> = Deviation of the experimental class

S<sub>2</sub> = Deviation of the control class

n<sub>1</sub> = Number of experiment class

n<sub>2</sub> = Number of control class<sup>4</sup>

If  $t_{\text{count}}$  was higher than  $t_{\text{table}}$ , the researcher could conclude that H<sub>a</sub> was accepted and H<sub>o</sub> was rejected. It meant that there was significant effect of using Cooperative Learning method towards students' writing ability at the X grade of SMAN 1 Tukka. If  $t_{\text{count}}$  was lower than  $t_{\text{table}}$ , the researcher could conclude that H<sub>a</sub> was rejected and H<sub>o</sub> was accepted. It meant that there was no significant effect without using Cooperative Learning method towards students' writing ability at the X grade of SMAN 1 Tukka.

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<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.31.

## **CHAPTER IV**

### **THE RESEARCH RESULTS**

The research showed the data description from the data analysis which is calculated from the sample of data. The data were gotten from control class and experimental class in SMAN 1 Tukka. The researcher conducted this research by using pre-test for knowing the students' writing ability in descriptive text and the students were tested by conducting post-test for knowing students' writing ability in descriptive text after giving treatment in experimental class. It was applied by using Cooperative Learning method to help students to affect their writing especially in descriptive text. Then, the researcher used t-test to know whether students' writing ability after using Cooperative Learning method affected or not from the hypothesis. The description of data will be shown as below:

#### **A. The Description of Data**

##### **1. Description of Data before Using Cooperative Learning Method**

###### **a. Score of Pre-Test Experimental Class**

From experimental class, the researcher took X-IPA 3 class which consist of 35 students, but the researcher only took 20 students out of 34 students as a sample. The researcher gave the sheet of pre-test to students. The students wrote descriptive text by topic about the idol or favorite person that students loved about that person. Based on the students' answer in pre-test, the researcher calculated the students' score. The calculated of students' score can be seen in appendix 5 and 6. The pre-test score of experimental class can be seen as table below:

**Table IV. 1**  
**Statistics**  
**The Score of Pre-Test in Experimental Class**

<b>Descriptive</b>	<b>Statistic</b>
Total score	1.245
Highest score	80
Lowest score	50
Mean	55.5
Median	56.04
Modus	58.32
Range	30
Interval	6
Standard deviasi	7.2
Variant	78.625

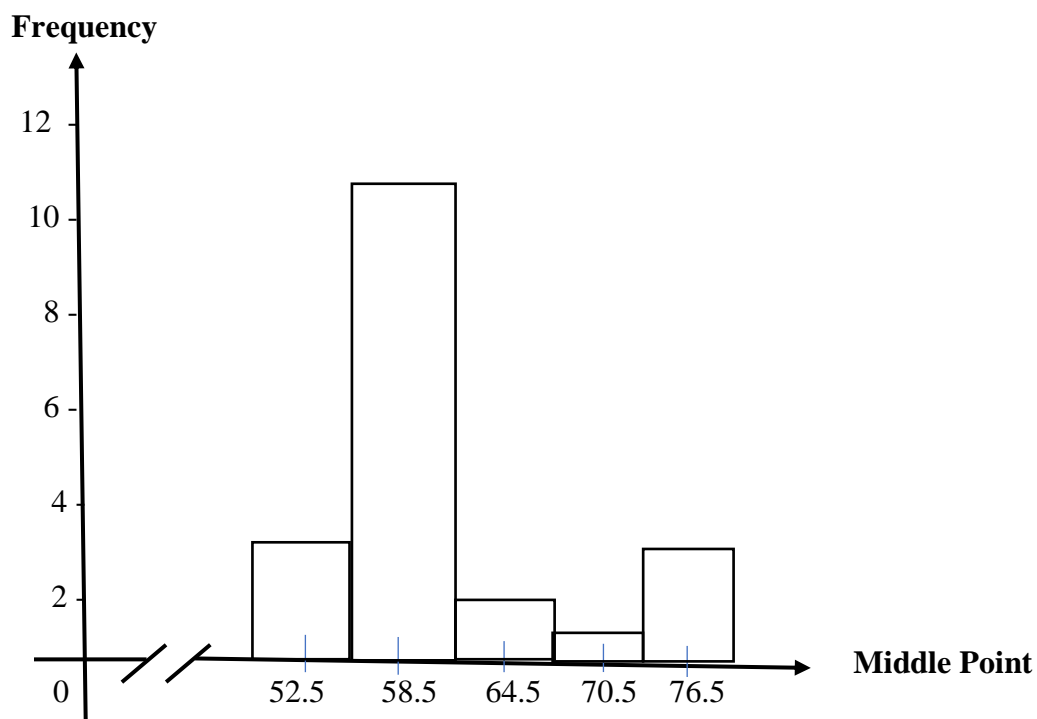
The sum (total score) of experimental class in pre-test was 1.245, the highest score was 80, the lowest score is 50, the mean score was 55.5, the median was 56.04, the mode was 58.32, the range was 30, the interval was 6, the standard deviation was 7.2, and the varian was 78.625. The calculation of the frequency distribution below:

**Table IV. 2**  
**Frequency Distribution of Experimental Class**

<b>No.</b>	<b>Interval</b>	<b>Mid-point</b>	<b>F</b>	<b>Percentages</b>
1	50-55	52.5	3	15%
2	<b>56-61</b>	<b>58.5</b>	<b>11</b>	55%
3	62-67	64.5	2	10%
4	68-73	70.5	1	5%
5	74-79	76.5	3	15%
	$i = 6$	-	20	100%

From the table above, the students' score from 50 to 44 was 3 students (15%), 56 to 61 was 11 students (55%), 62 to 67 was 2 students (10%), 68 to 73 was 1 student (5%), and 74 to 79 was 3 students (15%). It can be concluded that most of the students' score were in interval 56-61 as

much as 11 students. To make the description of the data is clearer the researcher presents them in diagram on the following figure:



**Figure IV. 1: Data Description of Students' Writing Ability Descriptive Text in Experimental Class (Pre-test)**

The diagram shows the students' score from 50 to 55 was 3 students, 56 to 61 was 11 students, 62 to 67 was 2 students, 68 to 73 was 1 student, and 74 to 79 was 3 students. It can be concluded that most of the students' score were in interval 56-61 as much as 11 students.

#### **b. Score of Pre-Test Control Class**

In pre-test of control class, the researcher gave test to the students. Then, the researcher calculated the result that had been gotten by the students in answering the essay test. The score of pre-test of control class can be seen in the table below:

**Table IV. 3**  
**Statistics**  
**The Score of Pre-test in Control Class**

<b>Descriptive</b>	<b>Statistic</b>
Total score	1.440
Highest score	75
Lowest score	45
Mean	56.8
Median	58.75
Modus	59.92
Range	30
Interval	6
Standard deviasi	6.96
Variant	79.204

The sum (total score) of control class in pre-test was 1.440, the highest score was 75, the lowest score was 45, the mean score was 56.8, the median was 58.75, the mode was 59.92, the range was 30, the interval was 6, the standard deviation was 6.96, and the varian was 79.204. The calculation of the frequency distribution below:

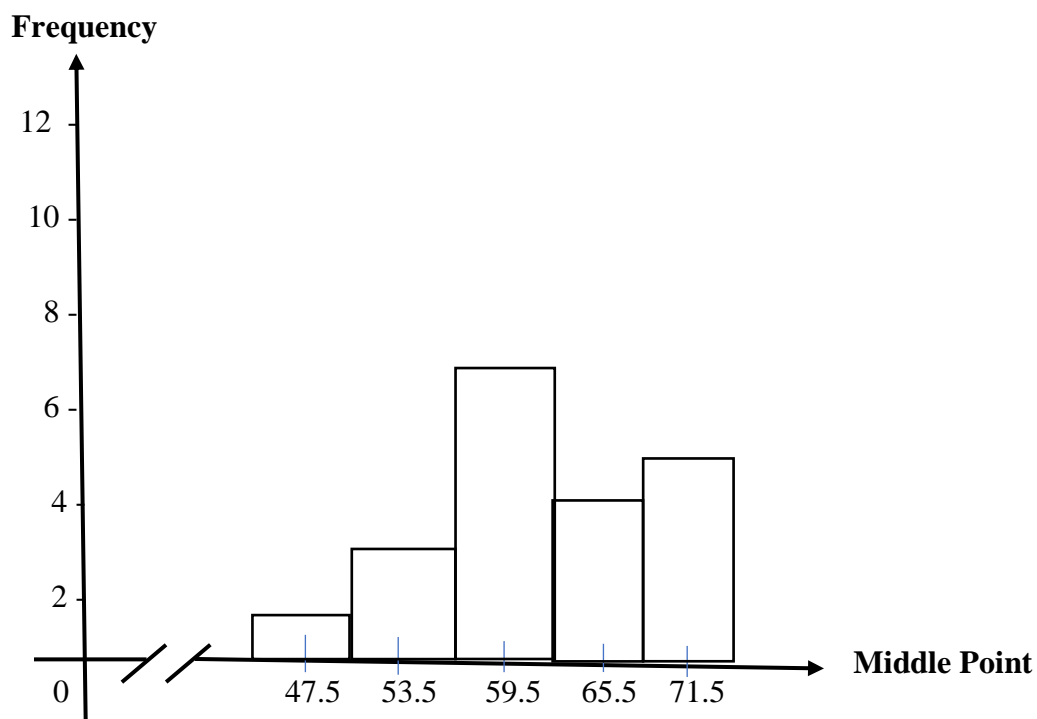
**Table IV. 4**  
**Frequency Distribution of Control Class**

<b>No.</b>	<b>Interval</b>	<b>Mid-point</b>	<b>F</b>	<b>Percentages</b>
1	45-50	47.5	1	5%
2	51-56	53.5	3	15%
3	<b>57-62</b>	<b>59.5</b>	<b>7</b>	<b>35%</b>
4	63-68	65.5	4	20%
5	69-74	71.5	5	25%
	$i = 6$	-	20	100%

From the table above, the students' score from 45 to 50 was 1 students (5%), 51 to 56 was 3 students (15%), 57 to 62 was 7 students (35%), 63 to 68 was 4 student (20%), and 69 to 74 was 5 students (25%). It can be concluded that most of the students' score were in interval 57-62



as much as 7 students. To make the description of the data is clearer the researcher presents them in diagram on the following figure:



**Figure IV. 2: Data Description of Students' Writing Ability in Descriptive Text in Control Class (Pre-test)**

The histogram shows the students' score from 45 to 50 was 1 student, 51 to 56 was 3 students, 57 to 62 was 7 students, 63 to 68 was 4 students, and 69 to 74 was 5 students.

## **2. Description of Data after Using Cooperative Learning Method**

### **a. Description Data of Post-test of Experimental Class**

After the researcher gave the test in post, the researcher calculated the result that had been gotten by the students in answering the test after the researcher did the treatment by using Cooperative Learning method. It

can be seen in following table:

**Table IV. 5**  
**Statistics**  
**The Score of Post-Test in Experimental Class**

<b>Descriptive</b>	<b>Statistic</b>
Total score	1.454
Highest score	95
Lowest score	80
Mean	85.1
Median	80.25
Modus	81.48
Range	15
Interval	3
Standard deviasi	5.79
Variant	148.600

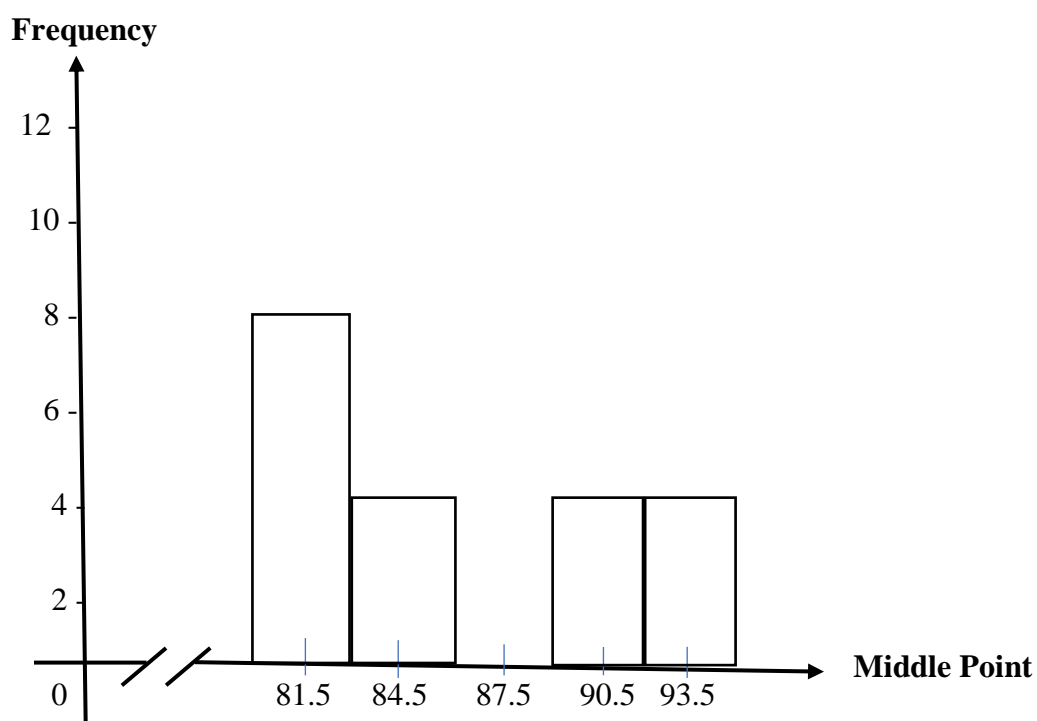
The sum (total score) of experimental class in post-test was 1.454, the highest score was 95, the lowest score was 80, the mean score was 85.1, the median was 80.25, the mode was 81.48, the range was 15, the interval was 3, the standard deviation was 5.79, and the varian was 148.600. The calculation of the frequency distribution below:

**Table IV. 6**  
**Frequency Distribution of Experimental Class**

<b>No.</b>	<b>Interval</b>	<b>Mid-point</b>	<b>F</b>	<b>Percentages</b>
1	<b>80-82</b>	<b>81.5</b>	<b>8</b>	40%
2	83-85	84.5	4	20%
3	86-88	87.5	0	0%
4	89-91	90.5	4	20%
5	92-94	93.5	4	20%
	$i = 3$	-	20	100%

From the table above, the students' score from 80 to 82 was 8 students (40%), 83 to 85 was 4 students (20%), 86 to 88 was 0 student

(0%), 89 to 91 was 4 student (20%), and 92 to 94 was 4 students (20%). It can be concluded that most of the students' score were in interval 80 to 82 as much as 8 students. To make the description of the data is clearer the researcher presents them in diagram on the following figure:



**Figure IV. 3: Data Description of Students' Writing Ability in Descriptive Text in Experimental Class (Post-test)**

The histogram shows the students' score from 80 to 82 was 8 students, 83 to 85 was 4 students, 86 to 88 was 0 student, 89 to 91 was 4 students, and 92 to 94 was 4 students.

#### **b. Description Data of Post-test of Control Class**

The researcher took X-IPA 3 as the control class. The result taht had been gotten by the students in anwering the test after the researcher taught the writing in descriptive text by using the teacher's method. It can

be seen in the following table:

**Table IV. 7**  
**Statistics**  
**The Score of Post-Test in Control Class**

<b>Descriptive</b>	<b>Statistic</b>
Total score	1.325
Highest score	80
Lowest score	50
Mean	70.4
Median	80.44
Modus	81.21
Range	35
Interval	7
Standard deviasi	10.15
Variant	95.100

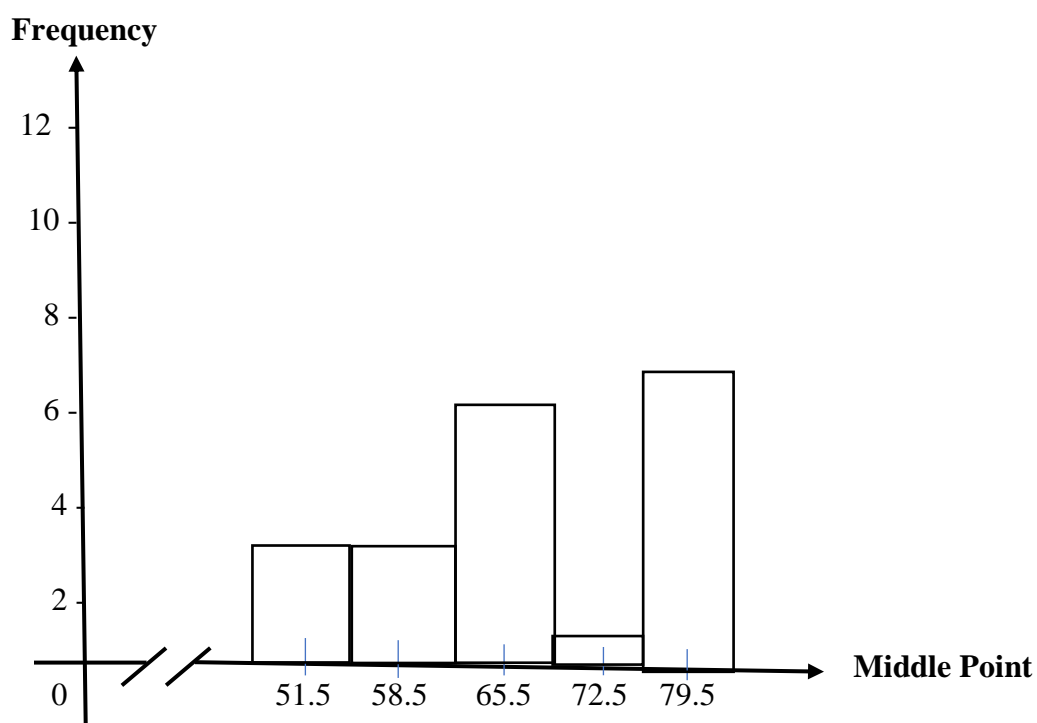
The sum (total score) of experimental class in post-test was 1.454, the highest score was 80, the lowest score was 50, the mean score was 70.4, the median was 80.44, the mode was 81.21, the range was 35, the interval was 7, the standard deviation was 5.79, and the varian was 95.100. The calculation of the frequency distribution below:

**Table IV. 8**  
**Frequency Distribution of Control Class**

<b>No.</b>	<b>Interval</b>	<b>Mid-point</b>	<b>F</b>	<b>Percentages</b>
1	50-56	51.5	3	15%
2	57-63	58.5	3	15%
3	64-70	65.5	6	30%
4	71-77	72.5	1	5%
5	<b>78-84</b>	<b>79.5</b>	<b>7</b>	<b>35%</b>
	<i>i = 7</i>	-	20	100%

From the table above, the students' score from 50 to 56 was 3 students (15%), 57 to 63 was 3 students (15%), 64 to 70 was 6 students

(30%), 71 to 77 was 1 student (5%), and 78 to 84 was 7 students (35%). It can be concluded that most of the students' score were in interval 78 to 84 as much as 7 students. To make the description of the data is clearer the researcher presents them in diagram on the following figure:



**Figure IV. 4: Data Description of Students' Writing Ability in Descriptive Text in Control Class (Post-test)**

The histogram shows the students' score from 50 to 56 was 3 students, 57 to 63 was 3 students, 64 to 70 was 6 students, 71 to 77 was 1 student, and 78 to 84 was 7 students.

## B. Hypothesis Test

The researcher has found that post-test result of experimental class and control class are normal and homogenous. For the next, researcher choosed the next formula for looking the hypotesis. The researcher used T-test to examine

the hypothesis. Hypothesis of the research was “ there is an effect of Cooperative Learning method towards students’ writing ability at the X grade of SMAN 1 Tukka”, the calculation can be seen on appendix 11 and 12. The result of t-test was:

**Table IV. 9**  
**Result of T-test from the both average**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
-0.039	2.024	2.636	2.024

The hypothesis test had two criteria. They are if  $t_{count} < t_{table}$ ,  $H_0$  is accepted and if  $t_{count} > t_{table}$ ,  $H_a$  is accepted. Based on researcher calculation in pre-test, the researcher found that  $t_{count}$  was -0.039 while  $t_{table}$  was 2.024 with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ , researcher found that  $t_{table} = 2.024$  cause  $t_{count} < t_{table}$  ( $-0.039 < 2.024$ ).  $H_a$  was rejected, it means that  $H_a$  was rejected and  $H_0$  was accepted.

So in, pre-test, the two classes were same. There is no difference in the both of classes. But in post-test, the researcher found that  $t_{count} = 2,636$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ , researcher found that  $t_{table} = 2.024$  cause  $t_{count} > t_{table}$  ( $2,636 > 2.024$ ). It means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, there was the significant effect of Cooperative Learning method towards Students’ Writing Ability at the X grade of SMAN 1 Tukka. The calculation of gain score can be seen below:

**Table IV. 10**  
**Gain Score of Experimental Class and Control Class**

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental	55.5	85.1	29.6	12
Control	56.8	74.4	17.6	

The mean score of experimental class in pre-test was 55.5 and the mean score of control class in pre-test was 56.8. The mean score by using Cooperative Learning method was 85.1 and the mean score of control class by using teacher's method was 74.4. The gain score was 12.

### C. Discussion

Seeing the data analysis, the resesarcher found the use of Cooperative Learning method was effective in teaching writing of descriptive text. This method made good effect for students' writing ability in desriptive text. The researcher found that the mean score of students' writing ability before using Cooperative Learning method was 33.64 and after using Cooperative Learning method was 72.73. It meant there was the effect of using Cooperative Learning method on students' writing ability.

This research discussed with the theory and distiction in related findings that has been stated by researcher. The theory by Kagan and High that state among the methods that are deemed to suit teaching of writing is the corporation of Cooperative Learning method.<sup>1</sup> Next, theory by Legenhausen and Wolff state

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<sup>1</sup>Kagan and High, "*The structural approach to cooperative learning*" Educational Leadership, p 12-15.

that writing in Cooperative Learning method is an efficient way to encourage writing abilities and it was an excellent interaction activity.<sup>2</sup> The last is theory by Jones and Jones argue that Cooperative Learning method embody those principles in an attempt to provide structure for students' interaction in writing.<sup>3</sup> Therefore, Cooperative Learning method was proven has a effect of teaching writing in class.

The result supported by previous research from some researchers. Munawar and Chaudhary, in their result, writing comprehension achievement scores of 7th grade students in the subject of English who were taught through cooperative learning and those who were taught through grammar translation method. It is indicated that significant difference between mean scores of control group (M = 13.47, SD = 4.02) and experimental group (M = 21.00, SD = 7.11),  $t(66) = -5.37, p < .0002$ .<sup>4</sup> It means the experimental group and control group has significant different mean score.

The second, Yildiz and Akag, in their result of research, it could be seen from score of experimental (68.8) and control class (65.5). The calculation of  $t_{count} > t_{table}$  ( $68.8 > 65.5$ ).<sup>5</sup> Cooperative column writing studies were not significant predictors academic achievement Since information is objectively

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<sup>2</sup>Legenhausen, & Wolff, Text Production in the Foreign Language Classroom and the Word Processor. p 325

<sup>3</sup>Jones and Jones, "Making Cooperative Learning Work in the College Classroom : An Application of the ' Five Pillars ' of Cooperative Learning to Post-Secondary Instruction."

<sup>4</sup>Munawar and Chaudhary, "Effect of Cooperative Learning on the Writing Skill at Elementary Level in the Subject of English."

<sup>5</sup>I, Ii, Sinan Akdağ, Journal, and Education, "The Effects of Cooperative Learning and Writing to Learn Applications on Academic Achievement."



used in Cooperative column writing studies and information is processed in that form, without changing it into a new form, it can be concluded that column writing does not have a significant contribution to improving academic performance. It means Cooperative Learning method is better than teacher's method.

The third, Sutrisno et.al The average score of essay writing for introverted students who were taught using STAD and TPS with the Qvalue (6.091) was higher than Qtable (0.05:4:8) = 4.53.<sup>6</sup> It can be concluded that the writing skills of introverted students who were taught with TPS were higher than those who were taught with STAD technique. Thus, it can be concluded that based on the result of the English essay writing skill test, students with introverted personality types given by the TPS teaching technique are higher than the students who received the STAD teaching technique. It can be concluded that essay writing skill of introvert students who were taught using STAD was higher than taught using TPS technique.

The fourth, Jiang, her result of research is in the experimental group ( $p = 0.009 < 0.05$ ). The present study contributes to the implementation of cooperative learning in the writing class of a university of applied sciences, showing that it is a feasible and effective way to significantly alleviate students' writing anxiety and significantly improve their writing skills. However, one should be careful about generalizing the results of this study because many

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<sup>6</sup>Sutrisno, Rasyid, and Rahmat, "The Effect of Cooperative Language Learning and Personality Types Towards Essay Writing."

things can influence students' writing anxiety, such as motivations, learning styles and language skills, but only cooperative learning was found to be an important factor. differed between the experimental group and the comparison group. Therefore, further studies should show how effective CL is when these factors are also taken into account. The insignificant difference for the comparison group ( $p = 0.324 > 0.05$ ).<sup>7</sup> It proves that cooperative learning method has increased the participants' writing ability effectively.

The fifth, Etik, the results of research shows in hypothesis test, it shows that  $t_{\text{calculation}} = 11.885$ ,  $p\text{-value} = 0.000/2 = 0.000 < 0.05$  or  $H_0$  is rejected. The average value of the writing skills of the exposition paragraphs of the student group who studied with the cooperative learning method of CS type in students who have the ability of critical thinking (A2B1) is 84.88. Meanwhile, the average value of the writing skills of the exposition paragraphs of the student group studying with the cooperative learning method of CS type in students who have creative thinking ability (A2B2) is 79.53.<sup>8</sup> It means the Cooperative learning method has effect after treatment.

Based on Explanation above. The researcher concluded using Cooperative Learning method can be applied in writing skill especially and suitable in teaching writing. It can be concluded that the using Cooperative learning method gave the effect to students' writing ability especially at grade X of SMAN 1

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<sup>7</sup>Jiang, "An Empirical Study on Alleviating Career English Writing Anxiety through Cooperative Learning in a Chinese Polytechnic Institute."

<sup>8</sup>Etik, Lustyantie, and Emzir, "The Effect of Cooperative Learning and Thinking Ability toward Writing Skill of Exposition Paragraph."

Tukka, Tapanauli tengah. So, Cooperative learning method has given the effect to research that has been done by the researcher.

#### **D. Threats of the Research**

The threats of this research has found by the reseacrher as follow:

1. Some of students were not serious when answering the pre-test. Some of them still were cheating. It made some of the answer same and it was not pure because they did not it by themselves.
2. The learning implementation is not effective because of the limited time.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The score of students' writing ability especially in descriptive text before using Cooperative Learning method at the X grade of SMAN 1 Tukka was low because in pre-test the mean score of experimental class was 55.5.
2. The mean score of students' writing ability especially in descriptive text after using Cooperative Learning method was higher than the mean score of control class which was taught by teacher's method. The mean score of post-test of experimental class was 85.1 and the mean score of control class was 74.4. There were increasing in students' score in the both of classes if it compared with the result of pre-test.
3. The result of the research showed that Cooperative Learning method gives good effect to the students' writing ability in descriptive text. The researcher found that the result of t-test where  $t_{count}$  was higher than  $t_{table}$  ( $2,636 > 2.024$ ). It means that  $H_a$  was accepted and  $H_o$  was rejected. In other words, there was significant effect of using Cooperative Learning method towards students' writing ability at the X grade of SMAN 1 Tukka.

## **B. Implication of the Research**

This research was done indicated as a experiment which was the result that was getting can be considered as a method of learning applied in education environment and system of teaching in school will be getting the result well. In other hand, it is expected with the exist of thesis, the parties concerned can view wider the obtacles that happening in education and knowing the steps what must be done for reduce the obtacles. It can be made sure that the result of this research has positif implication for various of parties who concerned into this reserch.

From various of obtacles that happening in scope of this research had revealed the results of research impact on the parties directly. One of them is the result of research which discussed in part of discussion point one (pre-test) obtained the result was not good enough. This thing is needed for note to parties of school that important has a better system in applying of learning that will be given for students.

Based on the result of research before learning using Cooperative Learning method and after learning using Cooperative Learning method, it indicated that there was a changing of score between in pre-test and post-test. It is encourage the teacher for more explored and more understand in detail about the Cooperative Learning method. Therefore, this method expected can be applied in school because it has good impact and positif impact towards students' writing ability.

### **C. Suggestion**

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. Principal of SMAN 1 Tukka to motivate the teacher, especially for English teachers to teach as well as possibly by maximizing the using of Cooperative Learning method or others method in teaching English
2. The researcher hopes to the English teacher, especially in SMAN 1 Tukka to use Cooperative Learning method as an alternative to increase the students' writing ability in descriptive text. Cooperative Learning method can help students to build high responsibility, good teamwork, sharing together, and solve the problem together.
3. For other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of this method deeply. Further, researcher can try to apply this method with another kind of text, narrative text and report text for instance.

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## CURRICULUM VITAE



### I. Personal Details

1. Name : Nussy Cahyani Tumanggor
2. Reg. Number : 1920300027
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5. Birth Order : 1
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### II. Parents

1. Father
  - a. Name : Romi Cahyadi Tumanggor
  - b. Job : Fisherman
  - c. Address : Perumahan Aek Garut, Sipange, Tapanauli Tengah
  - d. Phone Number : -
2. Mother
  - a. Name : Ridawati Tanjung
  - b. Job : -
  - c. Address : Perumahan Aek Garut, Sipange, Tapanauli Tengah
  - d. Phone Number : -

### III. Educational Background

1. SD Negeri 152984 Sipange (2007-2013)
2. SMP Negeri 1 Tukka (2013-2016)
3. SMA Negeri 1 Tukka (2016-2019)
4. Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan (2019-2023)

### IV. Organization

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**APPENDIX 1**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(EXPERIMENTAL CLASS)**

Satuan Pendidikan : SMAN 1 TUKKA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Tema/Subtema : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata

Alokasi Waktu : 60 Menit

**A. Kompetensi Inti**

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

**Kompetensi Dasar (KD)**

- 1.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan ciri seseorang, tempat wisata, dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

## 2.4 Teks deskriptif

2.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait ciri seseorang, tempat wisata dan bangunan bersejarah terkenal

2.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait ciri seseorang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. Tujuan Pembelajaran**

1. Peserta didik mampu menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang ciri seseorang, tempat wisata dunia, dan bangunan terkenal.
2. Peserta didik mampu menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif tentang ciri seseorang, tempat wisata terkenal, atau bangunan terkenal.
3. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana ciri seseorang, tempat wisata, atau bangunan terkenal.
4. Peserta didik mampu merespon makna dalam teks deskriptif, sederhana tentang ciri seseorang, tempat wisata, atau bangunan terkenal.
5. Peserta didik mampu menyusun teks deskriptif lisan dan tulis sederhana tentang ciri seseorang, tempat wisata, atau bangunan terkenal.

### **D. Materi Pembelajaran**

Struktur descriptive text (generic structure) adalah:

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur Kebahasaan

- (1) Noun; kata benda yang spesifik, misalnya my best friend, my cat, Borobudur Temple, dan lain-lain.
- (2) Simple Present Tense
- (3) Adjective; kata sifat digunakan untuk menjelaskan objek
- (4) Figurative Language; menggunakan bahasa figuratif seperti simile atau metafora untuk memberikan ilustrasi perbandingan.
- (5) Linking verb; kata penghubung berupa to be is, am are, atau yang lain seperti seem, look, dan sebagainya.

#### **E. Alat dan Sumber Pembelajaran**

1. Media/Alat: papan tulis, spidol, text book.
2. Sumber: buku guru dan buku siswa kelas X bahasa Inggris, internet.

#### **F. Metode Pembelajaran**

3. Metode: Cooperative learning method
4. Teknik : Ceramah, diskusi, kelompok, tanya jawab, pemberian tugas

#### **G. Langkah-langkah kegiatan pembelajaran**

<b>Kegiatan</b>	<b>Kegiatan guru</b>	<b>Langkah-langkah</b>	<b>Kegiatan siswa</b>
	1. Guru memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing.		1. Siswa menjawab salam guru dan berdoa sesuai agama masing-masing

Pendahuluan	2. Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.		2. Siswa menjawab hadir dan melihat teman yang tidak hadir
	3. Guru mengaitkan pelajaran dengan brainstorming untuk mengetahui latar belakang pengetahuan siswa		3. Siswa melakukan brainstorming sesuai arahan guru
	1. Guru menjelaskan materi descriptive text		Siswa mendengarkan penjelasan guru
	2. Guru menjelaskan struktur umum, ciri-ciri kebahasaan dan fungsi sosial dari descriptive text.		Siswa mendengarkan penjelasan guru
	3. Guru memberikan topik tentang Tourism place in Sibolga sebagai contoh penerapan dari Cooperative Learning method		Siswa menyimak penjelasan guru

Inti	4. Guru memberi intruksi dan merencanakan apa yang akan ditampilkan siswa dan bagaimana setiap individu akan berinteraksi satu sama lain.	Minta siswa untuk mendengarkan intruksi dan merencanakan apa yang akan ditampilkan siswa dan bagaimana setiap individu akan berinteraksi satu sama lain	Siswa mendengarkan intruksi dari guru merencanakan apa yang akan ditampilkan siswa dan bagaimana setiap individu akan berinteraksi satu sama lain
	5. Guru menjelaskan tugas kepada siswa dan kriteria apa yang harus dicapai pada waktu yang telah ditentukan.	Minta siswa untuk mendengarkan tugas dan kriteria apa yang harus dicapai pada waktu yang telah ditentukan	Siswa mendengarkan tugas dan dan kriteria apa yang harus dicapai pada waktu yang telah ditentukan
	6. Guru mempersilahkan siswa bekerja sesuai dengan kelompok. Guru berkeliling ruangan untuk mengumpulkan data pengamatan, melihat apakah siswa memahami tugas tersebut, memberikan umpan balik langsung dan pujian untuk bekerja sama. Jika suatu kelompok mengalami masalah, guru campur tangan untuk membantu	Minta siswa untuk bekerja dalam bentuk kelompok. Guru berkeliling ruangan untuk mengumpulkan data pengamatan, melihat apakah siswa memahami tugas tersebut, memberikan umpan balik langsung dan pujian untuk bekerja sama. Jika suatu kelompok mengalami masalah, guru	Siswa bekerja sesuai kelompok

	siswa berada di jalur yang benar.	campur tangan untuk membantu siswa berada di jalur yang benar.	
	7. Guru menilai tugas siswa oleh guru dan kelompok	Penilaian tugas siswa oleh guru dan kelompok	Siswa menilai tugas mereka bersama guru
	8. Guru meminta kelompok untuk menilai penampilan mereka dan menetapkan tujuan bagi diri mereka sendiri nuntuk meningkatkan kerja sama mereka.	Minta kelompok untuk menilai penampilan mereka dan menetapkan tujuan bagi diri mereka sendiri nuntuk meningkatkan kerja sama mereka.	Siswa menilai penampilan mereka dan menetapkan tujuan bagi diri mereka sendiri nuntuk meningkatkan kerja sama mereka.
Penutupan	1. Guru bersama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari		Siswa membuat kesimpulan bersama guru
	2. Guru membuat sesi tanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi)		Siswa menanyakan sesuatu yang belum mereka mengerti
	3. Guru mengajak semua siswa berdo'a menurut agama masing-masing		Siswa berdoa menurut agama masing-masing.



## H. Penilaian

Teknik : Tes tertulis

Bentuk : Menyusun teks deskriptif

Instrument : Tourism Places in Sibolga/Tapanauli tengah

## I. Rubric Penilaian

Indicator	Aspect	Criteria	Score
Generic structure	1. Identification 2. Description	The text corresponds to select genre, the terms and features of selected genre are perfectly followed, the writing ideas and information presented are very relevant, the content of the text is very easy to understand	4
		Only meet 3 of the 4 condition set	3
		Only meet 2 of the 4 condition set	2
		Only meet 1 or even dose not meet the 4 condition that have been set	1
Language Features	Use present tense	There are no error	4
		There are some errors but do not really affect the meaning	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Using Action verbs	There are no error	4
		There are some errors but do not really affect the meaning	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Using Adjective and Adverb	Often found errors, but the meaning can still be understood	4
		There are so many errors that the meaning difficult to understand	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1

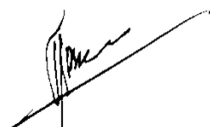
Indicator	Aspect	Criteria	Score
	Vocabulary	The sentence use are very effective, correctly use lexical variations, master the form of words correctly, the terms are used correctly.	4
		Only meet 3 of the 4 condition set	3
		Only meet 2 of the 4 condition set	2
		Only meet 1 or even dose not meet the 4 condition that have been set <sup>1</sup>	1

$$\text{Score: } \frac{ID+PT+AC+AA+V}{20} =$$

Tukka, 15 April 2023

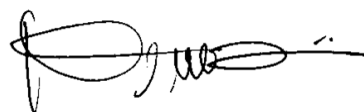
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Peneliti



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<sup>1</sup>Mahrugh Bashir, Buku Guru Bahasa Inggris, ed. Pandji Mangunsudarmo, Revisi 201. (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), <https://bukusekolah.id/buku/buku-bahasa-inggris-kelas-11-sma/>

## **APPENDIX 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

#### **(CONTROL CLASS)**

Satuan Pendidikan : SMAN 1 TUKKA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Tema/Subtema : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata

Alokasi Waktu : 60 Menit

#### **A. Kompetensi Inti**

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

##### **Kompetensi Dasar (KD)**

1.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan ciri seseorang, tempat wisata, dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

2.4 Teks deskriptif

2.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait ciri seseorang, tempat wisata dan bangunan bersejarah terkenal

2.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait ciri seseorang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. Tujuan Pembelajaran**

6. Peserta didik mampu menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang ciri seseorang, tempat wisata dunia, dan bangunan terkenal.
7. Peserta didik mampu menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif tentang ciri seseorang, tempat wisata terkenal, atau bangunan terkenal.
8. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana ciri seseorang, tempat wisata, atau bangunan terkenal.
9. Peserta didik mampu merespon makna dalam teks deskriptif, sederhana tentang ciri seseorang, tempat wisata, atau bangunan terkenal.
10. Peserta didik mampu menyusun teks deskriptif lisan dan tulis sederhana tentang ciri seseorang, tempat wisata, atau bangunan terkenal.

### **D. Materi Pembelajaran**

Struktur descriptive text (generic structure) adalah:

3. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text:

4. Menggunakan simple present tense
5. Menggunakan attribute verb, seperti (am, is, are)
6. Hanya fokus pada satu objek tersebut.

#### Unsur Kebahasaan

- (6) Noun; kata benda yang spesifik, misalnya my best friend, my cat, Borobudur Temple, dan lain-lain.
- (7) Simple Present Tense
- (8) Adjective; kata sifat digunakan untuk menjelaskan objek
- (9) Figurative Language; menggunakan bahasa figuratif seperti simile atau metafora untuk memberikan ilustrasi perbandingan.
- (10) Linking verb; kata penghubung berupa to be is, am are, atau yang lain seperti seem, look, dan sebagainya.

#### E. Alat dan Sumber Pembelajaran

5. Media/Alat: papan tulis, spidol, text book.
6. Sumber: buku guru dan buku siswa kelas X bahasa Inggris, internet.

#### F. Metode Pembelajaran

7. Metode: Cooperative learning method
8. Teknik : Ceramah, diskusi, kelompok, tanya jawab, pemberian tugas

#### G. Langkah-langkah kegiatan pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing.</li> <li>2. Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.</li> </ol>	15 menit

Kegiatan	Deskripsi kegiatan	Alokasi waktu
	3. Guru mengaitkan pelajaran dengan brainstorming untuk mengetahui latar belakang pengetahuan siswa	
Inti	<p><b>(Observing) Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan pengertian, fungsi sosial dari descriptive teks.</li> <li>2. Guru menjelaskan generic structure dari descriptive text</li> <li>3. Guru menjelaskan unsur kebahasaan (language feature) yang digunakan pada descriptive text</li> <li>4. Guru menyuruh siswa untuk memperhatikan contoh teks deskripsi “Niagara Falls” yang terdapat dalam buku paket sekolah.</li> <li>5. Siswa memperhatikan fungsi sosial, struktur teks, maupun unsur kebahasaan dari deskriptif teks</li> <li>6. Guru bersama siswa menganalisis fungsi social, unsur kebahasaan, dan generic structure yang ada di dalam descriptive text.</li> </ol> <p><b>(Questioning) Menanya</b></p> <ol style="list-style-type: none"> <li>1. Guru membimbing siswa untuk menanyakan informasi yang terdapat dalam teks deskriptif tersebut terkait dengan fungsi social, generic structure dan language features.</li> <li>2. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan.</li> </ol> <p><b>(Collecting Data) Mengeksplorasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menyuruh siswa untuk berdiskusi dengan teman sebangku.</li> </ol> <p><b>(Associating) Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Guru membagikan materi tentang tempat tempat wisata di Sibolga/Tapanauli Tengah; Pulau Poncan dan Pantai Pandan.</li> <li>2. Siswa bersama teman sebangkunya menyusun teks deskriptif dengan tema “Destination in Sibolga/Tapanauli Tengah” (Pandan Beach, Pulau Poncan).</li> </ol>	30 menit

Kegiatan	Deskripsi kegiatan	Alokasi waktu
	3. Guru mengamati dan merespon siswa selama proses pembelajaran/diskusi berlangsung. <b>(Communicating) Mengkomunikasi</b> 1. Siswa dengan teman sebangkunya mempresentasikan materi dengan kelompok lain yang memiliki tema yang berbeda dengan mereka. 1. 2. Guru mengamati dan menilai presentasi siswa dari aspek keterampilan.	
Penutupan	1. Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari 2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi) 3. Guru memberi kesempatan kepada siswa untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 4. Melakukan penilaian hasil belajar 5. Mengajak semua siswa berdo'a menurut agama masing-masing	15 menit

## H. Penilaian

Teknik : Tes tertulis

Bentuk : Menyusun teks deskriptif

Instrument : Tourism Places in Sibolga/Tapanauli tengah

## I. Rubric Penilaian

Indicator	Aspect	Criteria	Score
Generic structure	1. Identification 2. Description	The text corresponds to select genre, the terms and features of selected genre are perfectly followed, the writing ideas and information presented are very rellevant, the	4

Indicator	Aspect	Criteria	Score
		content of the text is very easy to understand	
		Only meet 3 of the 4 condition set	3
		Only meet 2 of the 4 condition set	2
		Only meet 1 or even dose not meet the 4 condition that have been set	1
Language Features	Use present tense	There are no error	4
		There are some errors but do not really affect the meaning	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Using Action verbs	There are no error	4
		There are some errors but do not really affect the meaning	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Using Adjective and Adverb	Often found errors, but the meaning can still be understood	4
		There are so many errors that the meaning difficult to understand	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Vocabulary	The sentence use are very effective, correctly use lexical variations, master the form of words correctly, the terms are used correctly.	4
		Only meet 3 of the 4 condition set	3
		Only meet 2 of the 4 condition set	2
		Only meet 1 or even dose not meet the 4 condition that have been set <sup>2</sup>	1

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<sup>1</sup>Mahrukh Bashir, Buku Guru Bahasa Inggris, ed. Pandji Mangunsudarmo, Revisi 201. (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), <https://bukusekolah.id/buku/buku-bahasa-inggris-kelas-11-sma/>



$$\text{Score: } \frac{ID+PT+AV+AA+V}{20} =$$

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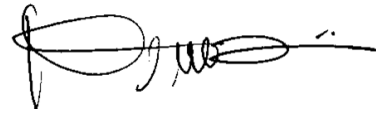
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Ober Sinaga

Peneliti



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## **APPENDIX 3**


### **THE INSTRUMENT**

#### **(PRE-TEST)**

**Class** : **X**  
**Subject** : **English**  
**Text** : **Descriptive text**  
**Time Alotment** : **60 minutes**  
**Theme** : **Idol**  
**Instruction** :

Write descriptive text about your favorite person at least 2 paragraph in ± 100 words.

Validator



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## APPENDIX 4

### THE INSTRUMENT (POST-TEST)

**Class** : X  
**Subject** : English  
**Text** : Descriptive text  
**Time Alotment** : 60 minutes  
**Theme** : Tourism Place in Sibolga/Tapanauli Tengah  
**Instruction** :

1. Write each of the names in your group on the top corner of your sheet answer
2. Look at the picture bellow!



3. Describe the picture depend on social function, generic structure and language features of descriptive text at least 2 paragraph in ± 100 words

Validator

A handwritten signature in black ink, appearing to read 'Ober Sinaga', written over a diagonal line.

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## APPENDIX 5

### SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

#### (PRE-TEST)

#### A. Pre-Test score of Experimental Class (X-IPA 3)

No.	The Initial Name of Students (n)	Pre-Test
1.	RVH	50
2.	IJS	50
3.	ASU	70
4.	MMP	80
5.	NARN	60
6.	JPAS	65
7.	BAS	60
8.	PEN	75
9.	NCS	60
10.	GV	60
11.	DSB	60
12.	JSS	65
13.	RGS	55
14.	PMG	60
15.	DAT	60
16.	GV	60
17.	RKSV	75
18.	SM	60
19.	SNWT	60
20.	IKZ	60
	Total Score	1.245

**B. Pre-Test score of Control Class (X-IPA 2)**

<b>No.</b>	<b>The Initial Name of Students (n)</b>	<b>Pre-Test</b>
1.	GSS	75
2.	SBG	60
3.	NP	60
4.	CIPH	55
5.	TPM	60
6.	MYL	65
7.	DRM	65
8.	ARS	70
9.	MEMH	55
10.	KS	65
11.	KMGS	70
12.	SYP	55
13.	LL	45
14.	FP	60
15.	NS	60
16.	HMS	60
17.	ARP	70
18.	AT	60
19.	DRL	75
20.	GST	65
	Total Score	1440

## APPENDIX 6

### RESULT OF NORMALITY TEST IN PRE-TEST

#### A. Result of the Normality Test of X-IPA 3 in Pre-Test

1. The score of X-IPA 3 in pre-test from low score to high score

50	50	55	60	60
60	60	60	60	60
60	60	60	60	65
65	70	75	75	80

2. High = 80

Low = 50

Range = 80 – 50

= 30

3. Total of classes =  $1 + 3,3 \log (n)$

=  $1 + 3,3 \log (20)$

=  $1 + 3,3 (1,30)$

=  $1 + 4,29$

= 5,29

= 5

4. Length of classes =  $\frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$

5. Mean

Interval	f	x	$x^1$	$fx^1$	$x^2$	$fx^2$
50-55	3	52,5	+1	3	1	3
<b>56-61</b>	<b>11</b>	<b>58,5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
62-67	2	64,5	-1	-2	1	2
68-73	1	70,5	-2	-2	4	4
74-79	3	76,5	-3	-9	9	27
$i = 6$	20	-	-	-10	-	34

$$M_X = M^1 + i \frac{\sum fx^1}{N}$$

$$M_X = 58,5 + 6 \frac{-10}{20}$$

$$M_X = 58,5 + 6(-0,5)$$

$$M_X = 58,5 + (-3)$$

$$M_X = 55,5$$

$$\begin{aligned}
SDt &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
&= 6 \sqrt{\frac{34}{20} - \left(\frac{-10}{20}\right)^2} \\
&= 6 \sqrt{1.7 - (-0.5)^2} \\
&= 6 \sqrt{1.7 - (0.25)} \\
&= 6 \sqrt{1.45} \\
&= 6 \times 1,20 \\
&= 7,2
\end{aligned}$$

**Table of Normality Data Test with Chi-Quadrat formula**

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f <sub>o</sub>	f <sub>h</sub>	(F <sub>o</sub> -f <sub>h</sub> )	(f <sub>o</sub> -f <sub>h</sub> ) <sup>2</sup>	(f <sub>o</sub> -f <sub>h</sub> ) <sup>2</sup> /f <sub>h</sub>
74-79	76,5	1,20	0,3849	0,2295	3	4,59	-	2,52	0,549
68-73	70,5	0,40	0,1554	0,3108	11	6,21	4,79	22,94	4,789
62-67	64,5	-0,40	-	0,1554	2	-	5,42	4,48	-1,309
56-61	58,5	-0,04	-	0,1714	1	6,73	-	29,37	4,364
50-55	52,5	-1,20	-	0,3849	3	2,14	0,86	0,73	0,341
	49,5	-2,41	-	0,4920				X <sup>2</sup>	8,779

Based on the table above, the researcher found that  $x^2_{count} = 8,779$  while  $x^2_{table} = 11,07$  cause  $x^2_{count} < x^2_{table}$  ( $8,779 < 11,07$ ) with degree of freedom (df) = 6-1 and significant level  $\alpha = 5\%$  so, distribution of X-IPA 2 class (pre-test) is normal.

## 6. Median

No.	Interval	F	Fk
1.	50-55	3	3
2.	56-61	11	14
3.	62-67	2	16
4.	68-73	1	17
5.	74-79	3	20

Position of Me in interval of classes is number 2 that:

$$b = 56 - 0,5 = 55,5$$

$$p = 6$$

$$n = 20$$

$$F = 11$$

$$f = 11$$

So,

$$Me = b + p \left[ \frac{1/2 n - F}{f} \right]$$

$$Me = 55,5 + 6 \left[ \frac{1/2 \cdot 20 - 11}{11} \right]$$

$$Me = 55,5 + 6 \left[ \frac{1}{11} \right]$$

$$Me = 55,5 + 6(0,09)$$

$$Me = 55,5 + 0,54$$

$$Me = 56,04$$

## 7. Modus

No.	Interval	F	Fk
1.	50-55	3	3
<b>2.</b>	<b>56-61</b>	<b>11</b>	<b>14</b>
3.	62-67	2	16
4.	68-73	1	17
5.	74-79	3	20

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 55,5$$

$$d_1 = 8$$

$$d_2 = 9$$

$$i = 6$$

So,

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 55,5 + \frac{8}{8+9} 6$$

$$Mo = 55,5 + \frac{8}{17} 6$$



$$\begin{aligned} Mo &= 55.5 + (0.47)6 \\ Mo &= 55.5 + 2.82 \\ Mo &= 58.32 \end{aligned}$$

## B. Result of the Normality Test of X-IPA 2 in Pre-Test

1. The score of X-IPA 3 in pre-test from low score to high score

45	55	55	55	60
60	60	60	60	60
60	65	65	65	65
70	70	70	75	75

2. High = 75

Low = 45

Range = High – Low

$$= 75 - 45$$

$$= 30$$

3. Total of classes =  $1 + 3,3 \log (n)$   
 $= 1 + 3,3 \log (20)$   
 $= 1 + 3,3 (1,30)$   
 $= 1 + 4,29$   
 $= 5,29$   
 $= 5$

4. Length of classes =  $\frac{range}{total\ of\ class} = \frac{30}{5} = 6$

5. Mean

Interval	f	x	$x^1$	$fx^1$	$x^2$	$fx^2$
45-50	1	47,5	+2	2	4	4
51-56	3	53,5	+1	3	1	3
<b>57-62</b>	<b>7</b>	<b>59,5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
63-68	4	65,5	-1	-4	1	4
69-74	5	71,5	-2	-10	4	20
$i = 6$	20	-	-	-9	-	31

$$M_X = M^1 + i \frac{\sum fx^1}{N}$$

$$\begin{aligned}
&= 59,5 + 6\left(\frac{-9}{20}\right) \\
&= 59,5 + 6(-0,45) \\
&= 59,5 + (-2,7) \\
&= 56,8 \\
\text{SDt} &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
&= 6 \sqrt{\frac{31}{20} - \left(\frac{-9}{20}\right)^2} \\
&= 6 \sqrt{1,55 - (-0,45)^2} \\
&= 6 \sqrt{1,55 - (0,20)} \\
&= 6 \sqrt{1,35} \\
&= 6 \times 1,16 \\
&= 6,96
\end{aligned}$$

**Table of Normality Data Test with Chi-Quadrat formula**

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f <sub>o</sub>	f <sub>h</sub>	(Fo-fh)	(fo-fh) <sup>2</sup>	(fo-fh) <sup>2</sup> /fh
69-74	74,5	2,24	0,4875	0,03	1	0,6	0,4	0,16	0,266
63-68	68,5	1,72	0,4573	0,16	3	3,2	-0,2	0,4	0,125
57-62	62,5	0,81	0,2910	0,46	7	9,2	-2,2	4,48	0,486
51-56	56,5	-0,04	-	0,14	4	2,8	1,2	1,44	0,514
45-50	50,5	-0,90	-	0,3159	0,144	5	2,88	2.12	4,49
	44,5	-1,76	-	0,4608				X <sup>2</sup>	2,994

Based on the table above, the researcher found that  $x^2_{\text{count}} = 2,994$  while

$x^2_{\text{table}} = 11,07$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $2,994 < 11,07$ ) with degree of freedom

(df) = 6-1 and significant level  $\alpha = 5\%$  so, distribution of X-IPA 2 class (pre-test) is normal.

## 6. Median

No.	Interval	F	Fk
1.	45-50	1	1
2.	51-56	3	4
3.	57-62	7	11
4.	63-68	4	15
5.	69-74	5	20

Position of Me in interval of classes is number 3 that:

$$\begin{aligned} b &= 57-0,5 = 56,5 \\ p &= 3 \\ n &= 20 \\ F &= 7 \\ f &= 4 \end{aligned}$$

So,

$$\begin{aligned} \text{Me} &= b + p \left[ \frac{1/2 n - F}{f} \right] \\ \text{Me} &= 56,5 + 3 \left[ \frac{1/2 \cdot 20 - 7}{4} \right] \\ \text{Me} &= 56,5 + 3 \left[ \frac{10 - 7}{4} \right] \\ \text{Me} &= 56,5 + 3 \left[ \frac{3}{4} \right] \\ \text{Me} &= 56,5 + 3(0,75) \\ \text{Me} &= 56,5 + 2,25 \\ \text{Me} &= 58,75 \end{aligned}$$

## 7. Modus

No.	Interval	F	Fk
1.	45-50	1	1
2.	51-56	3	4
<b>3.</b>	<b>57-62</b>	<b>7</b>	<b>11</b>
4.	63-68	4	15
5.	69-74	5	20

$$\begin{aligned} \text{Mo} &= L + \frac{d_1}{d_1 + d_2} i \\ L &= 56,5 \\ d_1 &= 4 \\ d_2 &= 3 \end{aligned}$$

$$i = 6$$

So,

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 56.5 + \frac{4}{4+3} 6$$

$$Mo = 56.5 + \frac{4}{7} 6$$

$$Mo = 56.5 + (0.57)6$$

$$Mo = 56.5 + 3.42$$

$$Mo = 59.92$$

## APPENDIX 7

### HOMOGENITY TEST (PRE-TEST)

Calculation of parameter to get varian of the first class as experiment class sample by using Cooperative Learning method and variant of the second class as control class sample by using teacher's method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

**A. Variant of the X-IPA 3 class is:**

No.	$X_i$	$X_i^2$
1.	50	2500
2.	50	2500
3.	55	3025
4.	60	3600
5.	60	3600
6.	60	3600
7.	60	3600
8.	60	3600
9.	60	3600
10.	60	3600
11.	60	3600
12.	60	3600
13.	60	3600
14.	60	3600
15.	65	4225
16.	65	4225
17.	70	4900
18.	75	5625
19.	75	5625
20.	80	6400
$\Sigma$	1245	78.625

$$n = 20$$

$$\sum x_i = 1245$$

$$\sum x_i^2 = 78.625$$

So,

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$= \frac{20(78,625) - (1245)^2}{20(20-1)}$$

$$= \frac{1,572,500 - 1,550,025}{380}$$

$$= \frac{22,475}{380}$$

$$S^2 = 59,14$$

**B. Variant of the X-IPA 2 class is:**

No.	$X_i$	$X_i^2$
1.	45	2025
2.	55	3025
3.	55	3025
4.	55	3025
5.	60	3600
6.	60	3600
7.	60	3600
8.	60	3600
9.	60	3600
10.	60	3600
11.	60	3600
12.	65	4225
13.	65	4225
14.	65	4225
15.	65	4225
16.	70	4900
17.	70	4900
18.	70	4900
19.	75	5625
20.	75	5625
$\Sigma$	1440	79.204

$$n = 20$$

$$\sum x_i = 1440$$

$$\sum x_i^2 = 79.204$$

So,

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$= \frac{20(79,204) - (1440)^2}{20(20-1)}$$

$$= \frac{1,584,080 - 1,073,600}{380}$$

$$= \frac{510,480}{380}$$

$$S^2 = 13.443,684$$

The formula was used to test hypothesis was:

X-IPA 2 and X-IPA 3

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$F = \frac{1344.684}{59.144}$$

$$= 2,273$$

After doing the calculation the researcher found that  $F_{count} = 2,273$  with  $\alpha = 5\%$  and dk numerator and dominator were same  $df1 = k - 1 = 2 - 1 = 1$  and  $df2 = n - 2 = 38 - 2 = 36$  from the distribution list F, esearcher found that  $F_{table} = 3,582$ , cause  $F_{count} < F_{table}$  ( $2,273 < 3,24$ ). So, there is No. difference th variant between the X-IPA 2 class and X-IPA 3 class. It mens that the variant is homogenous.

## **APPENDIX 8**

### **SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS**

#### **(POST-TEST)**

##### **A. Post-Test score of Experimental Class (X-IPA 3)**

1.	RVH	95
2.	IJS	95
3.	ASU	95
4.	MMP	90
5.	NARN	80
6.	JPAS	80
7.	BAS	90
8.	PEN	90
9.	NCS	80
10.	GV	80
11.	DSB	80
12.	JSS	85
13.	RGS	85
14.	PMG	85
15.	DAT	85
16.	GV	95
17.	RKSV	80
18.	SM	80
19.	SNWT	85
20.	IKZ	90
	Total Score	1.454



**A. Post-Test score of Control Class (X-IPA 2)**

1.	GSS	80
2.	SBG	65
3.	NP	60
4.	CIPH	80
5.	TPM	55
6.	MYL	55
7.	DRM	50
8.	ARS	75
9.	MEMH	80
10.	KS	85
11.	KMGS	80
12.	SYP	85
13.	LL	65
14.	FP	65
15.	NS	60
16.	HMS	60
17.	ARP	70
18.	AT	65
19.	DRL	80
20.	GST	70
	Total Score	1.325

## APPENDIX 9

### RESULT OF NORMALITY TEST IN POST-TEST

#### A. Result of the Normality Test of X-IPA 3 in Post-Test

1. The score of X-IPA 3 in post-test from low score to high score

80	80	80	80	80
80	80	80	85	85
85	85	90	90	90
90	95	95	95	95

2. High = 95

Low = 80

Range = High – Low

= 95 – 80

= 15

3. Total of classes =  $1 + 3,3 \log (n)$

=  $1 + 3,3 \log (20)$

=  $1 + 3,3 (1,30)$

=  $1 + 4,29$

= 5,29

= 5

4. Length of classes =  $\frac{\text{range}}{\text{total of class}} = \frac{15}{5} = 3$

5. Mean

Interval	f	x	$x^1$	$fx^1$	$x^2$	$fx^2$
<b>80-82</b>	<b>8</b>	<b>81,5</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>
83-85	4	84,5	-1	-4	1	4
86-88	0	87,5	-2	0	4	0
89-91	4	90,5	-3	-12	9	36
92-94	4	93,5	-4	-16	16	64
$i = 3$	20	-	-	-24	-	104

$$M_X = M^1 + i \frac{\sum fx^1}{N}$$

$$\begin{aligned}
&= 81,5 + 3\left(\frac{-24}{20}\right) \\
&= 81,5 + 3(-1,2) \\
&= 81,5 + (3,6) \\
&= 85,1 \\
\text{SDt} &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
&= 3 \sqrt{\frac{104}{20} - \left(\frac{-24}{20}\right)^2} \\
&= 3 \sqrt{5,2 - (-1,2)^2} \\
&= 3 \sqrt{5,2 - (1,44)} \\
&= 3 \sqrt{3,76} \\
&= 3 \times 1,93 \\
&= 5,79
\end{aligned}$$

**Table of Normality Data Test with Chi-Quadrat formula**

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f <sub>o</sub>	f <sub>h</sub>	(Fo-fh)	(fo-fh) <sup>2</sup>	(fo-fh) <sup>2</sup> /fh
92-94	94,5	4,785	0,4875						
				0,03	1	0,6	0,4	0,16	0,266
89-91	91,5	4,635	0,4573						
				0,16	3	3,2	-0,2	0,4	0,125
86-88	88,5	4,485	0,2910						
				0,46	7	9,2	-2,2	4,48	0,486
83-85	85,5	4,335	-						
			0,1700	0,14	4	2,8	1,2	1,44	0,514
80-82	82,5	4,185	-						
			0,3159	0,144	5	2,88	2,12	4,49	1,603
	79,5	4,035	-						
			0,4608					X <sup>2</sup>	2,994

Based on the table above, the researcher found that  $x^2_{\text{count}} = 2,994$  while

$x^2_{\text{table}} = 11,07$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $2,994 < 11,07$ ) with degree of freedom

(df) = 6-1 and significant level  $\alpha = 5\%$  so, distribution of X-IPA 2 class (pre-test) is normal.

## 6. Median

No.	Interval	F	Fk
1.	<b>80-82</b>	<b>8</b>	8
2.	83-85	4	12
3.	86-88	0	12
4.	89-91	4	16
5.	92-94	4	20

Position of Me in interval of classes is number 1 that:

$$b = 80 - 0,5 = 79,5$$

$$p = 3$$

$$n = 20$$

$$F = 8$$

$$f = 8$$

So,

$$Me = b + p \left[ \frac{1/2 n - F}{f} \right]$$

$$Me = 79,5 + 3 \left[ \frac{1/2 \cdot 20 - 8}{8} \right]$$

$$Me = 79,5 + 3 \left[ \frac{10 - 8}{8} \right]$$

$$Me = 79,5 + 3 \left[ \frac{2}{8} \right]$$

$$Me = 79,5 + 3(0,25)$$

$$Me = 79,5 + 0,75$$

$$Me = 80,25$$

## 7. Modus

No.	Interval	F	Fk
1.	<b>80-82</b>	<b>8</b>	8
2.	83-85	4	12
3.	86-88	0	12
4.	89-91	4	16
5.	92-94	4	20

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 79,5$$

$$d_1 = 8$$

$$d_2 = 4$$

$$\begin{aligned}
i &= 3 \\
\text{So,} \\
Mo &= L + \frac{d_1}{d_1 + d_2} i \\
Mo &= 79.5 + \frac{8}{8+4} 3 \\
Mo &= 79.5 + \frac{8}{12} 3 \\
Mo &= 79.5 + (0.66)3 \\
Mo &= 79.5 + 1.98 \\
Mo &= 81.48
\end{aligned}$$

## B. Result of the Normality Test of X-IPA 2 in Post-Test

1. The score of X-IPA 2 in post-test from low score to high score

50	55	55	60	60
60	65	65	65	65
70	70	75	80	80
80	80	80	85	85

2. High = 85

Low = 50

Range = High – Low

$$= 85 - 50$$

$$= 35$$

3. Total of classes =  $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1,30)$$

$$= 1 + 4,29$$

$$= 5,29$$

$$= 5$$

4. Length of classes =  $\frac{\text{range}}{\text{total of class}} = \frac{35}{5} = 7$

5. Mean

Interval	f	x	x <sup>1</sup>	fx <sup>1</sup>	x <sup>2</sup>	fx <sup>2</sup>
50-56	3	51,5	+4	12	16	48

57-63	3	58,5	+3	9	9	27
64-70	6	65,5	+2	12	4	24
71-77	1	72,5	+1	1	1	1
<b>78-84</b>	<b>7</b>	<b>79,5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
$i = 7$	20	-	-	34	-	100

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 79,5 + 7 \left( \frac{34}{20} \right) \\
 &= 79,5 + 7(1,7) \\
 &= 69,5 + (1,9) \\
 &= 70,4
 \end{aligned}$$

$$\begin{aligned}
 SDt &= i \sqrt{\frac{\sum fx^2}{n} - \left( \frac{\sum fx^1}{n} \right)^2} \\
 &= 7 \sqrt{\frac{100}{20} - \left( \frac{34}{20} \right)^2} \\
 &= 7 \sqrt{5 - (1,7)^2} \\
 &= 7 \sqrt{5 - (2,89)} \\
 &= 7 \sqrt{2,11} \\
 &= 7 \times 1,45 \\
 &= 10,15
 \end{aligned}$$

**Table of Normality Data Test with Chi-Quadrat formula**

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	$f_o$	$f_h$	$(f_o - f_h)$	$(f_o - f_h)^2$	$(f_o - f_h)^2 / f_h$
78-84	84,5	2,24	0,4875						
				0,03	1	0,6	0,4	0,16	0,266
71-77	77,5	1,72	0,4573						
				0,16	3	3,2	-0,2	0,4	0,125
64-70	70,5	0,81	0,2910						
				0,46	7	9,2	-2,2	4,48	0,486
57-63	63,5	-0,04	-						
			0,1700	0,14	4	2,8	1,2	1,44	0,514
50-56	56,5	-0,90	-						
			0,3159	0,144	5	2,88	2,12	4,49	1,603

$$49,5 \quad -1,76 \quad - \quad 0,4608 \quad X^2 \quad 2,994$$

Based on the table above, the researcher found that  $x^2_{\text{count}} = 2,994$  while  $x^2_{\text{table}} = 11,07$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $2,994 < 11,07$ ) with degree of freedom (df) = 6-1 and significant level  $\alpha = 5\%$  so, distribution of X-IPA 2 class (pre-test) is normal.

## 6. Median

No.	Interval	F	Fk
1.	50-56	3	3
2.	57-63	3	6
3.	64-70	6	12
4.	71-77	1	13
5.	78-84	7	20

Position of Me in interval of classes is number 5 that:

$$b = 78 - 0,5 = 77,5$$

$$p = 7$$

$$n = 20$$

$$F = 7$$

$$f = 7$$

So,

$$Me = b + p \left[ \frac{\frac{1}{2}n - F}{f} \right]$$

$$Me = 77,5 + 7 \left[ \frac{\frac{1}{2}20 - 7}{7} \right]$$

$$Me = 77,5 + 7 \left[ \frac{3}{7} \right]$$

$$Me = 77,5 + 7(0,42)$$

$$Me = 77,5 + 7(0,42)$$

$$Me = 77,5 + 2,94$$

$$Me = 80,44$$

## 7. Modus

No.	Interval	F	Fk
1.	50-56	3	3
2.	57-63	3	6
3.	64-70	6	12

4.	71-77	1	13
5.	78-84	7	20

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 77,5$$

$$d_1 = 8$$

$$d_2 = 7$$

$$i = 7$$

So,

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 77.5 + \frac{8}{8+7} 7$$

$$Mo = 77.5 + \frac{8}{15} 7$$

$$Mo = 77.5 + (0.53)7$$

$$Mo = 77.5 + 3.71$$

$$Mo = 81.21$$



## APPENDIX 10

### HOMOGENITY TEST (POST-TEST)

Calculation of parameter to get varian of the first class as experiment class sample by using Cooperative Learning method and variant of the second class as control class sample by using teacher's method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

**A. Variant of the X-IPA 3 class is:**

No.	$X_i$	$X_i^2$
1.	95	9025
2.	95	9025
3.	95	9025
4.	90	8100
5.	80	6400
6.	80	6400
7.	90	8100
8.	90	8100
9.	80	6400
10.	80	6400
11.	80	6400
12.	85	7225
13.	85	7225
14.	85	7225
15.	85	7225
16.	95	9025
17.	80	6400
18.	80	6400
19.	85	7225
20.	90	8100
$\Sigma$	1.454	148.600

$$\begin{aligned}
n &= 20 \\
\sum x_i &= 1454 \\
\sum x_i^2 &= 148.600 \\
\text{So,} \\
S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
&= \frac{20(148,600) - (1454)^2}{20(20-1)} \\
&= \frac{2,972,000 - 2,114,116}{380} \\
&= \frac{857,884}{380} \\
S^2 &= 2.257,589
\end{aligned}$$

**B. Variant of the X-IPA 2 class is:**

No.	$X_i$	$X_i^2$
1.	80	6400
2.	65	4225
3.	60	3600
4.	80	6400
5.	55	3025
6.	55	3025
7.	50	2500
8.	75	5625
9.	80	6400
10.	85	7225
11.	80	6400
12.	85	7225
13.	65	4225
14.	65	4225
15.	60	3600
16.	60	3600
17.	70	4900
18.	65	4225
19.	80	6400
20.	70	4900
$\Sigma$	1.325	95.100

$$\begin{aligned}
n &= 20 \\
\sum x_i &= 1325 \\
\sum x_i^2 &= 95.100 \\
\text{So,}
\end{aligned}$$

$$\begin{aligned}
S^2 &= \frac{n \sum x_1^2 - (\sum x_i)^2}{n(n-1)} \\
&= \frac{20(95,100) - (1325)^2}{20(20-1)} \\
&= \frac{1,902,000 - 1,755,625}{380} \\
&= \frac{146,375}{380} \\
S^2 &= 385,197
\end{aligned}$$

The formula was used to test hypothesis was:

X-IPA 2 and X-IPA 3

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$F = \frac{2,257.589}{385.197}$$

$$= 2,860$$

After doing the calculation the researcher found that  $F_{count} = 5,860$  with  $\alpha = 5\%$  and dk numerator and dominator were same  $df_1 = k - 1 = 2 - 1 = 1$  and  $df_2 = n - 2 = 40 - 2 = 38$  from the distribution list F, esearcher found that  $F_{table} = 3,582$ , cause  $F_{count} < F_{table}$  ( $2,860 < 3,24$ ). So, there is No. difference th variant between the X-IPA 2 class and X-IPA 3 class. It mens that the variant is homogenous.

## APPENDIX 11

### T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{\left(\frac{(20 - 1)59.14^2 + (20 - 1)134.684^2}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{\left(\frac{(19)3497.53 + (19)18,139.77}{38}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{\left(\frac{66,453.07 + 344,655.63}{38}\right)(0.05 + 0.05)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{\left(\frac{66,453.07 + 344,655.63}{38}\right)(0.05 + 0.05)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{\left(\frac{411,108.7}{38}\right)(0.1)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{\left(\frac{411,108.7}{38}\right)(0.1)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{(10,818.65)(0.1)}}$$

$$t = \frac{55.5 - 56.8}{\sqrt{1,081.865}}$$

$$t = \frac{-1.3}{32.891}$$

$$t = -0.039$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = -0,039$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ , researcher found that  $t_{\text{table}} = 2,024$  cause  $t_{\text{count}} < t_{\text{table}}$  ( $-0,039 < 2,024$ ). So,  $H_a$  was rejected, it means that there was no difference average between experimental class and control class in pre-test.

## APPENDIX 12

### T-test of the Both Averanges in Post-Test

The formula was used to analyze homogeneity test of the both averanges

was t-test, that:  $\frac{2,257.589}{385.197}$

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{91.4 - 77.9}{\sqrt{\left(\frac{(20 - 1)2,257.589^2 + (20 - 1)385.197^2}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{91.4 - 77.9}{\sqrt{\left(\frac{(19)5,096,708.09 + (19)148,376.72}{38}\right)(0.01 + 0.01)}}$$

$$t = \frac{91.4 - 77.9}{\sqrt{\left(\frac{(19)5,096,708.09 + (19)148,376.72}{38}\right)(0.05 + 0.05)}}$$

$$t = \frac{91.4 - 77.9}{\sqrt{\left(\frac{96,837,453.71 + 2,819,157.68}{38}\right)(0.1)}}$$

$$t = \frac{91.4 - 77.9}{\sqrt{\left(\frac{99,656.611.39}{38}\right)(0.1)}}$$

$$t = \frac{91.4 - 77.9}{\sqrt{(2,622,542.405)(0.1)}}$$

$$t = \frac{91.4 - 77.9}{\sqrt{(262,254.2405)}}$$

$$t = \frac{13.5}{5.12}$$

$$t = 2.636$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = 2.636$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ , researcher found that  $t_{\text{table}} = 2,024$  cause  $t_{\text{count}} < t_{\text{table}}$  ( $2.636 > 2,024$ ). So,  $H_a$  was accepted, it means that there was the difference average between experimental class and control class in post-test. It can be concluded that there was the significant effect of Cooperative Learning method towards Students' Writing Ability at the X grade of SMAN 1 Tukka.

## APPENDIX 13

### INDICATOR OF WRITING IN PRE-TEST AND POST-TEST

#### A. Assesment Indicator of Writing in Pre-test and Post-test of Experimental Class

No	The Initial Name of Students	Pre-test						Post-test					
		ID	PT	AV	AA	V	Score	ID	PT	AV	AA	V	Score
1	RVH	2	3	3	0	2	50	4	4	4	4	3	95
2	IJS	2	2	2	2	2	50	4	4	4	4	3	95
3	ATUS	3	3	3	2	3	70	4	4	4	4	3	95
4	MMP	4	3	3	3	3	80	3	4	4	4	3	90
5	NARN	3	2	3	2	2	60	3	4	3	3	3	80
6	JPAS	3	3	2	3	2	65	3	4	3	3	3	80
7	BAS	2	2	2	3	3	60	3	4	4	4	3	90
8	PEN	3	3	3	3	3	75	3	4	4	4	3	90
9	NCS	3	3	2	2	2	60	3	4	3	3	3	80
10	GA	2	3	2	2	3	60	3	4	3	3	3	80
11	DSB	2	3	2	2	3	60	3	4	3	3	3	80
12	JSS	3	3	2	3	2	65	3	3	4	4	3	85
13	RGS	2	2	2	2	3	55	3	3	4	4	3	85
14	PMG	2	3	3	2	2	60	3	3	4	4	3	85
15	DAT	2	3	2	2	3	60	3	3	4	4	3	85
16	GV	3	2	2	2	3	60	4	4	4	4	3	95
17	RKSV	3	3	3	3	3	75	3	4	3	3	3	80
18	SM	2	3	3	2	2	60	3	4	3	3	3	80
19	SNWT	2	3	2	3	2	60	3	4	3	3	3	80
20	IKZ	2	3	3	2	2	60	3	4	4	4	3	90

#### B. Assesment Indicator of Writing in Pre-test and Post-test of Control Class

No	The Initial Name of Students	Pre-test						Post-test					
		ID	PT	AV	AA	V	Score	ID	PT	AV	AA	V	Score
1	GSS	2	2	3	4	4	75	4	3	3	3	3	80



2	SBG	2	1	3	3	3	60	3	3	2	2	3	65
3	NP	3	3	1	3	2	60	3	2	2	2	3	60
4	CIPH	3	3	3	3	3	55	2	2	2	3	2	80
5	TPM	2	2	3	2	3	60	2	2	2	3	2	55
6	MYL	2	2	3	3	3	65	2	2	2	2	3	55
7	DRM	2	3	3	3	2	65	2	3	2	1	2	50
8	ARS	3	3	2	3	3	70	3	3	3	3	3	75
9	MEMH	2	3	2	2	2	55	3	4	3	3	3	80
10	KS	2	2	3	3	2	65	3	4	4	3	3	85
11	KMGS	2	2	4	4	2	70	3	3	4	3	3	80
12	SYP	2	2	3	2	2	55	4	4	3	3	3	85
13	LL	2	4	0	1	2	45	3	2	2	3	3	65
14	FP	2	3	3	2	2	60	4	4	3	3	3	85
15	NS	3	3	2	2	2	60	4	4	3	3	3	85
16	HMS	2	2	3	3	2	60	3	2	2	3	2	60
17	ARP	2	4	3	2	3	70	3	4	3	2	2	70
18	AT	2	3	3	1	3	60	2	3	3	3	3	65
19	DRL	2	4	3	3	3	75	4	3	3	3	3	80
20	GST	3	2	3	3	2	65	3	2	4	3	2	70

## APPENDIX 14

### GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

<b>Class</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Enhancement</b>	<b>Gain Score</b>
Experimental	55,5	85,1	29,6	12
Control	56,8	74,4	17,6	

APPENDIX 15

The Students' Answer in Pre-test of Experimental Class and Control Class

A. The Students' Answer in Pre-test of Experimental Class

No. : Magdalena  
Date :

X-IPA3

Hello everyone, my name is Magdalena, I have a very beautiful  
 mother. My mother is a widwife. My mother is also a very  
 patient person. She rarely gets angry with the children, and  
 my mother is rarely at home (because she is busy hahaha,  
 she has a clinic and a clothing store, so she always  
 busy rarely at home but I really salute my mother who  
 always works tirelessly for her children  
 My mom also often eats even though she always  
 tells us she's on a diet but still eats a lot, then  
 my mom has long, thick hair I sometimes envy  
 her hair but my mom and I are the same height,  
 then mom I really like her coffee-based drinks,  
 my mom also likes to play tick tock, my mom  
 also has a pretty full body, but I really love my  
 mom, I love you mom.

9  
 3  
 3  
 3  
 3 +  
  $\frac{16}{20} \times 100 = 80$

Name = Jonathan P.A. Sismorang  
Class = X MIPA -3

No. \_\_\_\_\_

Date : \_\_\_\_\_

### My favorite Person

My favorite Person is Nashwa Zahira, She is a medical Student  
 and a Singer who comes from North Sumatera, in city  
 of Medan to be precise. I idolized him because he had  
 a good voice and he motivated me to become a  
 medical student.

he was born on February 3, 2005, he has various  
 hobbies, from singing, traveling, and others, she  
 often visits schools and is a cosmetic endorser,  
 she is blue blood, which means that her parents  
 are doctors

3  
 3  
 2  
 3  
 2  
 --- +  
 13 x 100 = 65  
 20

Name: Randhi Vahrozi Hutabarat

Class: X-MIPA3

My Idol: Richa Ardeila Hutabarat (my sister)

My older sister is an alumnus of SMA N 1 Tegal  
She was in class 92 at that time, he has finished  
college and got the title "S.A9" when he was  
in college he got a lot of achievements.

Not only during college he also never got out of  
the top 5 rankings when he was still in high school

$$\begin{array}{r} 2 \\ 3 \\ \cancel{10}3 \\ 0 \\ \hline 2 \quad 1 \\ 10 \times 100 \\ \hline 20 \end{array} = (50)$$



class : X IPA<sup>2</sup>

by : synta Bella Ginting

No.

Date: 3/mei/2023

I have a friend named synta Bella. he was born on the date  
20 January 2007, he is the second of four children.

I am very proud to have a friend like him, he is 155 cm tall  
and has a pretty fat body. she loves cooking and what she dislikes  
is making new friends.

2

1

3

3

$$\frac{3}{12} \times 100 = (60)$$

Laila lase  
X-1P012

Date: 03 Mei 2023.

Descriptive text about favorite person.

His Name is Justin Bieber, he is a famous singer and  
 songwriter from Canadian. He was born on March, 01, 1994  
 at St. Joseph hospital, London, Canada. His parents are  
 Jeremy Bieber and Pattie Mallette.

He has a height of 175 cm and he has pretty eye.

$$\begin{array}{r} 2 \\ 3 \\ 0 \\ 1 \\ \hline 2 \\ 9 \\ 20 \end{array} + \times 100 = 45$$





No. \_\_\_\_\_

Date: \_\_\_\_\_

Dinda

X-1923

## Pandan Beach

<sup>can</sup>  
We find this beach in Pandan area, Central Tapanuli district, North Sumatra. Its location is quite strategic so that it is easy to reach by the publik and tourists. This beach has a beauty that really amazes people who come to this beach.

The beach has many coconut trees around the coast.

This beach was white sand, clear water, so when people swim it becomes more comfortable. With the beauty of this beach many people come and are not disappointed with this beach.

$$\begin{array}{r} 4 \\ 3 \\ \hline 17 \end{array} \times 5 = \begin{array}{r} 3 \\ 15 \\ \hline 85 \end{array}$$

Thursday

No. ....  
Date. 04-05-2023

# Beach

the beach is the perfect place to relax on a holiday because the beach is also the best place to escape when we have problems and don't have friends or partners to hear our sad stories.

The waves at pandan Beach are also not too big and the water is calm so you can safely swim a few meters from the mouth of the beach. pandan beach also has lots of shady trees and huts that can be a place for you to rest.

Name : Novi Carlina Sitompul

$$\begin{array}{r} 3 \\ 4 \\ 3 \\ 3 \\ 3 \\ \hline 16 \end{array} \times 100 = 1800$$



## B. The Students' Answer in Post-test of Control Class

No. \_\_\_\_\_

Date \_\_\_\_\_

Name : Nancy Simahipang  
Class : X - MIPA - 2  
Subject : english

### " Pandan Beach "

The picture above is Pandan beach located in Pandan, Siboga central Tapanuli. Pandan beach is a famous tourist attraction in the Siboga area because it has clear water with clean white sand beaches. When we are on this beach we will see a wide expanse of sea, to the right of which there is a fairly high hill which is the mainland of the Siboga region.

Along the shores of Pandan beach you can also do lots of fun and useful holiday activities such as sunbathing, enjoying the warm sun, playing beach, volleyball, traveling by speedboat or motorboat, and banana boats. There are beautiful trees, clean and cool beaches if you go there. Pandan beach has a business in it for the food of the visitors.

$$\frac{4 \frac{1}{3} + 3 \frac{3}{3}}{20} \times 100 = 85$$

## The Instrument (Post - test)

Nama = Sakira Nur Waddah Tanjung

Class = X IPA 2

Subject = English

Text = Descriptive text

Time Alotment = 60 minutes

Theme = Pandan Beach.

Instruction =

### Pandan Beach

Pandan Beach is a very beautiful tourist spot. There are lots of visitors coming for tours. We can also enjoy the boat to look at its beach water.

∴ Pandan Beach It has beautiful coconut trees. and we can enjoy the tides that are there. and very popular too.

2

3

2

3

$$\frac{3}{20} \times 100 = 65$$

Date.

NO.

DATE:

## THE INSTRUMENT

my Name : Agus Riani Panggabean

Class : X IPA 2

Theme : Tourism place in sibolga Tapanuli tengah.

### "PANDAN BEACH"

There are many beaches in sibolga, but only pandan beach has the most beautiful and unique vibes.

Pandan beach has a lot of uniqueness, namely there are hotels near the beach, clothes typical of pandan beach, food and souvenirs an so on.

2

3

2

1

$$\frac{2}{10} \times 100 = 20$$

$$= 50$$

## APPENDIX 17

### Documentation of Research

#### A. Experimental Class

##### 1. Pre-test



##### 2. Treatment



### 3. Post-test





## B. Control Class

### 1. Pre-Test



## 2. Teacher's Method



### 3. Post-test





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Lampiran :  
Prihal : Izin Riset Skripsi

21 Maret 2023

**Yth. Kepala SMA Negeri 1 Tukka**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nesy Cahyani Tumanggor  
NIM : 1920300027  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Perumahan Sipange, Kec. Tukka

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Cooperative Learning Method Towerds Students' Writing Abality at the X Grade of SMA N 1 Tukka".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan  
Wakil Dekan Bidang Akademik



Dr. Lis Yilianti Syafrida Siregar, S.Psi, MA  
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**PEMERINTAH PROVINSI SUMATERA UTARA**  
**DINAS PENDIDIKAN**  
**SMA NEGERI 1 TUKKA**



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Nomor : 422 / 071 / SMAN.1/V/2023  
Lampiran : -  
Hal : Ijin Melaksanakan Riset Skripsi

Kepada Yth,  
Universitas Islam Negeri  
Syekh Ali Hasan Ahmad Addary Padangsidimpuan  
di -  
Padangsidimpuan

Dengan Hormat,

Berdasarkan surat Dekan Universitas Islam Negeri Padangsidimpuan  
Nomor: B 1421/Un.28/E.1/TL.00/03/2023, tanggal 21 Maret 2023  
tentang permohonan Ijin Riset, maka Kepala SMA Negeri 1 Tukka  
Kabupaten Tapanuli Tengah memberi Izin kepada :

N a m a : **NESSY CAHYANI TUMANGGOR**  
NIM : 1920300027  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris

Untuk Melaksanakan Riset Skripsi di SMA Negeri 1 Tukka Kabupaten  
Tapanuli Tengah Provinsi Sumatera Utara.

Demikian surat ini di buat untuk dapat dipergunakan dengan semestinya.

Tukka, 03 Mei 2023

Kepala Sekolah



**FAISAL NAPITUPULU, S.Pd,M.M**  
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**PEMERINTAH PROVINSI SUMATERA UTARA**  
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**SURAT KETERANGAN**

**Nomor : 421.3/070 / SMAN.1/V/2023**

Yang bertanda tangan di bawah ini :

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**Pangkat /gol** : Pembina  
**Jabatan** : Kepala SMA Negeri 1 Tukka

Dengan ini menerangkan bahwa :

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**NIM** : 1920300027  
**Fakultas** : Tarbiyah dan Ilmu Keguruan  
**Program Studi** : Tadris Bahasa Inggris

Adalah benar telah melaksanakan Riset Skripsi di SMA Negeri 1 Tukka Kabupaten Tapanuli Tengah Provinsi Sumatera Utara pada tanggal 03 s/d 04 Mei 2023 dengan judul skripsi "*The Effect of Cooperative Learning Method Towerds Students Writing Abality at the X Grade of SMA N 1 Tukka*"

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Tukka, 04 Mei 2023

Kepala Sekolah



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