STUDENTS' PERCEPTION ON THE USE OF ROUND TABLE TECHNIQUE IN WRITING ACTIVITIES AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 31 PANYABUNGAN

Thesis

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

Written By:

LUTFIAH SA'ADAH RANGKUTI
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
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Written By:

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2024

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LETTER OF AGREEMENT

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Padangsidimpuan, 12 January 2024

To : Dean of Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Lutfiah Sa'adah Rangkuti**, entitled *"Students' Perception on the Use of Round Table in Writing Activities at the Eight grade of SMP Muhammadiyah 31 Panyabungan"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.
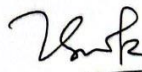
Wassalamu'alaikum warahmatullah wabarakatuh

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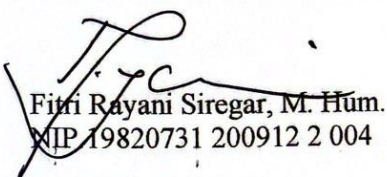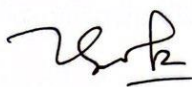
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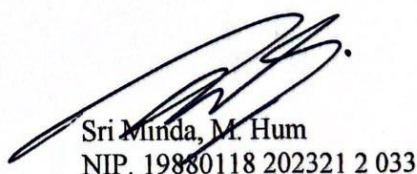
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LEGALIZATION

Thesis   : **Students' Perception on the Use of Round Table in Writing Activities at the Eight Grade of SMP Muhammadiyah 31 Panyabungan**
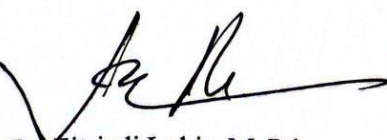
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ABSTRACT

Name	: Lutfiah Sa'adah Rangkuti
Reg. Number	: 19 203 00014
Title of Thesis	: Students' Perception on the Use of Round Table Technique in Writing Activities at the Eight Grade of SMP Muhammadiyah 31 Panyabungan.

This research is discussed about exploring students' perception on the use of round table technique in writing activities at the eight grade of SMP Muhammadiyah 31 Panyabungan. The problem that faced by the students are lack of vocabulary and they are enable to give or share their ideas to their writing task. Because of it, the teacher tried to use cooperative learning as the method for teaching writing. This method strengthened by Kagan's theory which says that the method that suitable for writing is cooperative learning method. Perception is the most crucial part of the teaching process because by using perception, we can know the method is suitable or not. So, the researcher did this research with the purpose to know how is students' perception on the use of round table technique in writing activities at the second grade of SMP Muhammadiyah 31 Panyabungan. This research is quantitative research and used descriptive quantitative for the design of the research. The instrument of this research is questionnaire and the questionnaire has 15 statements and analyzed statistically by using SPSS 20 version. The result of the research showed that 41% students answered strongly agree, 38% students answered agree, 14% students answered neutral, 7% students answered disagree, and 0% students answered strongly disagree. Based on the data, the researcher found that the mean score is 61.39, median is 62, and modus is 62. The conclusion of this research is the students has positive perception because the mean score 61.39 in positive categories based on level score by Arikunto. Based on the research, researcher also found that the students perceive that using round table technique helped them to to understand the material especially in writing activity.

Keywords: Perception, Round Table Technique, Writing

ABSTRAK

Nama   : Lutfiah Sa'adah Rangkuti
NIM   : 19 203 00014
Judul Skripsi   : Persepsi Siswa Tentang Penggunaan Pembelajaran Kooperatif Jenis Round Table Dalam Kegiatan Menulis di Kelas Dua SMP Muhammadiyah 31 Panyabungan.

Penelitian ini membahas tentang mengeksplorasi persepsi siswa tentang penggunaan pembelajaran kooperatif jenis round table dalam kegiatan menulis di kelas dua SMP Muhammadiyah 31 Panyabungan. Masalah yang dihadapi oleh siswa adalah kurangnya kosa kata dan mereka mampu memberikan atau berbagi ide-ide mereka untuk tugas menulis mereka. Oleh karena itu, guru mencoba menggunakan pembelajaran kooperatif jenis round table sebagai metode pengajaran menulis. Metode ini diperkuat dengan teori Kagan yang mengatakan bahwa metode yang cocok untuk menulis adalah metode pembelajaran kooperatif. Persepsi merupakan bagian terpenting dalam proses pengajaran karena dengan menggunakan persepsi kita dapat mengetahui suatu metode cocok atau tidak. Jadi, peneliti melakukan penelitian ini dengan tujuan untuk mengetahui bagaimana persepsi siswa tentang penggunaan pembelajaran kooperatif jenis round table dalam kegiatan menulis di kelas dua SMP Muhammadiyah 31 Panyabungan. Penelitian ini merupakan penelitian kuantitatif dan menggunakan desain penelitian deskriptif kuantitatif. Instrumen penelitian ini berupa angket dan angket tersebut berjumlah 15 pernyataan dan dianalisis secara statistik dengan menggunakan SPSS versi 20. Hasil penelitian menunjukkan bahwa 41% siswa menjawab sangat setuju, 38% siswa menjawab setuju, 14% siswa menjawab netral, 7% siswa menjawab kurang setuju, dan 0% siswa menjawab sangat tidak setuju. Berdasarkan data yang diperoleh, peneliti memperoleh nilai rata-rata sebesar 61,39, median sebesar 62, dan modus sebesar 62. Kesimpulan dari penelitian ini adalah siswa memiliki persepsi yang positif karena nilai rata-rata sebesar 61,39 berada pada kategori positif berdasarkan tingkatan skor yang dikemukakan oleh Arikunto. Berdasarkan penelitian, peneliti juga menemukan bahwa siswa merasa bahwa menggunakan metode pembelajaran kooperatif jenis round table membantu mereka memahami materi khususnya dalam kegiatan menulis.

Kata Kunci: Persepsi, Tekhnik Round Table, Menulis

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خلاصة

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اسم	:	لطفية سعادة رانجكوتي
رقم التسجيل	:	١٩٢٠٣٠٠٠١٤
العنوان	:	تصورات الطلاب حول استخدام تقنية المائدة المستديرة في كتابة الأنشطة بالصف الثامن بالمدرسة المتوسطة المحمدية ٣١ بانيابونجان.

يناقش هذا البحث استكشاف تصورات الطلاب حول استخدام التعلم التعاوني المائدة المستديرة في أنشطة الكتابة في الصف الثاني بالمدرسة الإعدادية المحمدية ٣١ بانيابونجان. المشكلة التي يواجهها الطلاب هي نقص المفردات وعدم قدرتهم على تقديم أو مشاركة أفكارهم في مهامهم الكتابية. ولذلك يحاول المعلم استخدام التعلم التعاوني على المائدة المستديرة كأسلوب تعليمي للكتابة. وتعززت هذه الطريقة بنظرية كاجان التي تنص على أن الطريقة المناسبة للكتابة هي طريقة التعلم التعاوني. يعد الإدراك أهم جزء في عملية التدريس لأنه باستخدام الإدراك يمكننا معرفة ما إذا كانت الطريقة مناسبة أم لا. لذلك، أجرى الباحثون هذا البحث بهدف معرفة تصورات الطلاب حول استخدام التعلم التعاوني من نوع الطاولة المستديرة في أنشطة الكتابة في الصف الثاني بالمدرسة الإعدادية المحمدية ٣١ بانيابونجان. هذا البحث هو بحث كمي ويستخدم تصميم البحث الوصفي الكمي. وكانت أداة البحث على شكل استبيان وتكونت الاستبانة من ١٥ عبارة وتم تحليلها إحصائيا باستخدام الرزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٠. وأظهرت النتائج أن ٤١ % من الطلاب أجابوا بموافقة شديدة، وأجاب ٣٨ % بموافقة وأجاب ١٤ % من الطلاب بمحايدة، وأجاب ٧ % من الطلاب بعدم موافقتهم، وأجاب ٠ % من الطلاب بعدم موافقتهم بشدة. وبناء على البيانات التي تم الحصول عليها، حصل الباحث على قيمة متوسطة ٦١٫٣٩ ، ومتوسط ٦٢ ، وطريقة ٦٢. وخلاصة هذا البحث هي أن الطلاب لديهم تصور إيجابي لأن متوسط قيمة ٦١٫٣٩ يقع في الفئة الإيجابية على أساس على المستوى.النتيجة التي قدمها أريكونتو. وبناءً على الأبحاث، وجد الباحثون أيضًا أن الطلاب شعروا أن استخدام أسلوب الطاولة المستديرة للتعلم التعاوني ساعدهم على فهم المادة، وخاصة في أنشطة الكتابة.

الكلمات المفتاحية: الإدراك، تقنية الطاولة المستديرة، الكتابة

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Alhamdulillah, let me say a lot of praise, gratitude, honor and glory to ALLAH SWT, the Gracious and the Merciful for giving me the guidance, power, patient, love and ability to finish this research, namely **Students' Perception on the Use of Round Tabe Technique in Writing Activities at Eight Grade of SMP Muhammadiyah 31 Panyabungan.** Peace and Salutation be upon to the Prophet Muhammad SAW.

It is pleasure to acknowledge the help and contribution to all of lectures, institution, family, and friends who have contributed in diffeences ways since the process of this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people :

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is significantly influencing the educational system. For instance, English is taught as one of the required subjects in Indonesian schools. For pupils, writing in English is hardly a brand-new subject. In the first semester, students undoubtedly entered the process while learning and produced a variety of outcomes with varying degrees of knowledge and abilities, so they began learning to write.

Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[1] 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.[2] From definition above it can conclude that aims of writing is to train the sudents to express their creative ideas.

Talking about writing, it will also talk about text that will written by students. Some types of text are narrative text, recount text, descriptive text,

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[1] David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching*, ed. David Nunan, *Language*, First edit, vol. 57 (Singapore: Mc Graw Hill Companies, 2003), https://www.academia.edu/34135090/Practical_English_Language_Teaching_pdf.

[2] Nahid Ahmadi, Khalil Motallebzade, and Mohammad Ali Fatemi, "The Effect of Cooperative Learning Strategies on Iranian Intermediate Students' Writing Achievement," *OALib* 1, no. 9 (2014): 1–9, https://doi.org/10.4236/oalib.1100961.

reporting text, explanation text, analytical exposition, hortatory exposition, procedure text, discussion text, and news item.

The researcher did the interview with the English teachers of SMP Muhammadiyah 31 Panyabungan and found some problem that are related to the students while on writing activity process such as lack of vocabulary. In SMP Muhammadiyah 31 Panyabungan, there are two English teacher, they are Mrs. Pepliana Harahap and Mrs. Yeti Hesfiati. Mrs. Pepliana Harahap is the teacher that teached on English subject at the third grade students and Mrs. Yeti is the English teacher at the second grade students. Mrs. Yeti[3] said students also got difficulties in finding the ideas before writing. Then the students also had problem in grammar. She also said that the students has a low interest in writing so they must search and use the other method to foster students' desire to write. Related to the problem, the teacher tried to use cooperative learning type round table while on writing activity. It makes the students are able to produce a writing product in a group discussion and it also helps them to finish the task of writing. The teacher also used body language to maximize the effectiveness of round table technique in writing activities. Because Body language is very important in classroom management, especially in English teaching.[4] Effective teachers use body language to communicate with students, build relationship with them, and make them feel safe and supported. By knowing body language, people can find out the feelings of the

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[3] Yeti Hesfiati, S.Pd " Private Interview with English Teacher of SMP Muhammadiyah 31 Panyabungan, on 11st february 2022, at 13.30 PM,"

[4] Sokhira Linda Vinde Rambe, "Utilizing Body Languages to Create Effective Classroom Management" 11, no. 1 (2023): 32–44, https://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/7807/pdf.

opposite who communicate with them. Therefore, it is very important that people understand at least some body language that comes in communication, so people can better understand the other person's speech.

According to Kagan and High[5], the methods that are deemed to suit the teaching of writing is Cooperative Learning or CL. CL has been found to be successful and productive teaching methods to develop learners' linguistic, social and communicative skill because it provide maximum chances for students interaction with consequential input and output in a supportive atmosphere.[6] What we can say is that cooperative group work is not only just putting the students together in groups and asking them to work on the task given, but its principles at the same time help students and teachers understand on what is involved in helping the students to succeed.

The English teacher also said that there are some advantages and disadvantages of using cooperative learning type round table in writing activity.[7] The advantages are the sudents can contribute in writing activities, share their opinion, and encourage each other. Some phenomena that happened as disadvantages in the classroom during the learning process by using cooperative learning are mentioned below :

1. Some students feel bored when learning in a group discussion.

2. Some students find difficulties when working in a group.

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[5] Kagan and High, The structural approach to cooperative learning. Educational Leadership, p 12-15.

[6] Saeideh Ahangari and Zarrin Samadian, "The Effect of Cooperative Learning Activities on Writing Skills of Iranian EFL Learners," *Linguistics and Literature Studies* 2, no. 4 (2014): 121–30, https://doi.org/10.13189/lls.2014.020403.

[7] Yeti Hesfiati, S.Pd " Private Interview with English Teacher of SMP Muhammadiyah 31 Panyabungan, on 11st february 2022, at 13.30 PM,"

3. Some students are lack of participation while doing discussion during the learning process.

4. Some students have no self-reliant while doing discussion during the learning process.

Researcher considers that it is important to know students perception of using cooperative learning method type round table in writing activities. It is important as the development of students ability after learning this subject. The important one to be considered is to know about the students' perception of the teacher's teaching style and method used. The students' perception becomes the most crucial part to evaluate the method that the teacher used so we can know is the method suit to students or not. From the explanation above, the researcher is interested in conducting the research entitled " Students' perception on the use of cooperative learning on students writing activity at the second grade of SMP Muhammadiyah 31 Panyabungan.

B. Definitions of Keyterms

1. Students' Perception

Students' perception is devided in two words. They are students and perception. The purpose students' perception in this research is to know how is the students of the second grade of SMP Muhammadiyah response, perspective and feedback while using cooperative learning in writing activity in the class.

2. Cooperative learning

Cooperative learning is an approach to teaching and learning that the students work together in small group discussion to help each other learn academic content. In this research, cooperative learning is an approach that is used by the teacher on the learning process to teach English in a writing subject or material.

3. Writing

Writing is a form of communication to deliver or to express feeling through written from. So, writing may be defined as any conventional system of marks or signs that represents the utterances of a language. The teacher used cooperative learning method while teaching narrative text.

From the definition above, it can be concluded that students' perception on the use of cooperative learning in writing activity is the process of how students give their opinions about the use of cooperative learning methods during writing classes.

C. Formulations of the Research

In this research, researcher had one question that would be answered. The question "how is the students' perceptions in writing activity while using cooperative learning (Round Table Technique) at the second grade of SMP Muhammadiyah 31 Panyabungan?"

D. Purpose of the Research

Based on how the problem was conceptualized above, the researcher came up with the following research goal :

1. To know how is students' perception on the use of cooperative learning type round table technique in writing activities at the eight grade of SMP Muhammadiyah 31 Panyabungan.

2. To describe the students' perception on the use of cooperative learning type round table in writing activities at the eight grade of SMP Muhammadiyah 31 Panyabungan.

E. Significances of the Research

      The aim of the research is to explore about students' perception on the use of cooperative learning (Round Table Technique) in writing activity at the second grade of SMP Muhammadiyah 31 Panyabungan.

F. Outline of the Research

      This thesis or this research would be organized in five stage or chapters as follow :

1. Chapter one consist of background of the problem, focus of the problem, definition of key terms, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

2. Chapter two includes theoretical description

3. Chapter three is research methodology include location, times of the research, research design, population and sample of the research, instrument technique of collecting data and technique of analyzing the data.

4. Chapter four is the results of the research that consist of data analysis and discussion of the research result.

5. Chapter five contains about conclusion of the research , implications, and the suggestions of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Description

1. Students' Perception on Using Round Table Technique in Writing Activities

a. Definitions of Perception

Perception refers to the process by which individuals interpret and make sense of sensory information received from the environment. It involves the brain and nervous system organizing and interpreting sensory stimuli, such as sight, sound, touch, taste, and smell, to create a meaningful and coherent understanding of the world. Perception is a complex and dynamic cognitive process that goes beyond simple sensation, incorporating elements of attention, memory, and cognitive interpretation. Based on Jumroh perception is a process of observing someone who originates from a cognition continuously and is influenced by new information from the environment.[1] Walgito said that perception is a process preceded by a process of sensing, which is the process of receiving a stimulus by the individual through the senses or also called the sensory process.[2] Furthermore, George said that perception is gaining information from

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[1] J Jumroh, O Rohmah - INFERENCE: Journal of English, and Undefined 2019, "The Influence of Student's Perception on Learning Media and Student's Motivation Toward Student's English Achievement," *Journal.Lppmunindra.Ac.Id* 2, no. 1 (2019): 1–10, https://journal.lppmunindra.ac.id/index.php/inference/article/view/5364.

[2] Bimo Walgito, *Pengantar Psikologi Umum*, Fourth edi (Indonesia: Andi Yogyakarta, 2010), https://drive.google.com/u/0/uc?id=11WV-YwP13bIPlCJtmJlVXaazzCK8RDnC&export=download.

the environment, the cognitive and physical system, as well as the emotional processes involved in these actions, is the process of perception. A co-product of stimuli, mostly in the environment, and previously experienced memories that are preserved in long-term memory is always the outcome of perceptional processes. In other words, different people may have diverse perceptions of the same object.[3] In other words, differents individual can perceive the same object differently. Perception is the way of someone opinions for something.[4] It is also about how people perceive by what they look, listen and feel. Perception is a process of receiving, selecting, and interpreting environmental stimuli involving the five senses.[5] It dedicated subsystem of the brain, constructs representations of pertinent elements of the environment during the process of perception. Perception must be viewed as an inductive inference process.

Based on some of the viewpoints shown above, it may be deduced that perception is the process of accepting, distinguishing, and giving meaning to the sensory input so that inferences can be made and specific objects that are viewed can be understood.

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[3] Wolfgang Donsbach, "Psychology of News Decisions: Factors behind Journalists' Professional Behavior," *Journalism* 5, no. 2 (2004): 131–57, https://doi.org/10.1177/146488490452002.

[4] Arini Arini, Eka Sustri Harida, and Sri Rahmadhani Siregar, "Students' Perception of Using PjBL Method in Learning RELT Subject," *English Education : English Journal for Teaching and Learning* 10, no. 2 (2022): 250–63, https://doi.org/10.24952/ee.v10i2.6756.

[5] Frank R Kardes, Thomas W Cline, and Maria L Cronley, *Branding Strategy and Consumer Behavior*, *Consumer Behavior: Science and Practice* (USA: South-Western Cenngage Learning, 2011).

b. The Process of Perception

The perception process consist in three steps, they are selection, organization, and interpretation.[6]

1. Selection

The first step in the perception process is selection. It is when we transform environmental stimuli into memorable experiences. As a result of the constant barrage of information we receive in daily life, any of the following stimuli could be presented to us in a split second: the words we are hearing, an accident witness, or the sound of a ticking clock, to name a few. Our universe is all-encompassing, thus there are innumerable impulses coming at our sensory organs at once that need to be processed. However, we are unable to take in all the information that is available to us since doing so would generate chaos and information overload.

2. Organization

Organization is the second level of perception. After gathering data from the outside world, we must arrange it somehow by identifying some significant patterns. Some academics sometimes refer to this stage of organization as classification because it involves grouping things or individuals into groups. The social and physical events and objects we come into contact with at this stage of perception will already have a shape, color, texture,

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[6] O U Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, https://doi.org/10.3968/10055.

size, etc. For instance, when asked to define what a human being is, some people may do so in terms of skin tone, while others may do so in terms of race or nationality. When we imagine what our university library is like when our eyes are closed, we see a structured space with both an interior and external structure.

3. Interpretation

The process of giving the selected stimuli meaning is referred to as interpretation, which is the third stage of perception. We attempt to interpret the ordered and consistent patterns that have been formed from the chosen stimuli by giving them meanings. However, different individuals may interpret the same signal in various ways. For instance, different people may interpret the arrival of a police officer at the scene of a crime differently. The victim may find it comforting and relieving, but the offender will undoubtedly be terrified by it.

From some view points above, it can be conluded that perception has three stages in order to show how someone can give a perception of something, they are selection, organization, and interpretation.

c. Indicators of Perception

In determining perception, the researcher need to know what are the indicators of perception happen. The researcher adopted the

indicators of perception by Walgito.[7] According to Walgito indicators of perception are:

1. Absorption of the external stimuli or object

    In this phase the stimuli will be received by the sense organ, nerves, and nervous system.[8] Which can be different by the visual, taste, or even the smell and feeling. The object would be identified for give any pictures or impression.

2. Understanding object

    On the pictures that appear on someone brain, after it will be selected, organized and interpreting meaning or forming idea about the object in brain. In this phase is happened at fast. Understanding the object or stimuli can be difference the object which is from the backround knowledge that they know.

3. Individual assessment or evaluation

    Individual assessment occur after forming and understanding the object. Individually every evaluating can be same or different even the object is same. Therefor perception is based on what individually thought about.

    From the explanation above, it can be concluded that the process of perception starts from receiving stimuli by the sensory

[7] Rofiq Faudy Akbar, "Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus," *Edukasia : Jurnal Penelitian Pendidikan Islam* 10, no. 1 (2015): 189–210, https://doi.org/10.21043/edukasia.v10i1.791.

[8] Bimo Walgito, *Pengantar Psikologi Umum*, Fourth edi (Indonesia: Andi Yogyakarta, 2010),https://drive.google.com/u/0/uc?id=11WVYwP13bIPlCJtmJlVXaazzCK8RDnC&export=download.

organs, then receiving them by the brain and then understanding and evaluating how something is perceived.

d. Definitions of Cooperative Learning

Cooperative learning is an instructional strategy where students work together in small groups to achieve a common goal. The approach is based on the idea that students can learn more effectively and efficiently when they collaborate with their peers. In a cooperative learning setting, each member of the group is responsible for their own learning and the learning of their groupmates.

According to Slavin[9], cooperative learning is a term that refers to instructional methods in which students of all levels of performance work together in small groups toward a common goal. Cooperative learning refers to teaching methods in which students work together in small groups to help each other learn academic content.

According to Murdoch and Wilson[10], cooperative learning is an activity which students work together in small groups to learn and apply the concepts of a subject in order to solve problems, finish tasks, or accomplish goals. Lewis said cooperative learning is a type of active learning in which students collaborate to complete certain tasks in small groups. The teacher should carefully choose each cooperative learning group so that each student can contribute their unique

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[9] Robert E. Slavin, *Cooperative Learning : Student Teams.*, *National Education Association* (USA: Library of Congress Cataloging in Publication, 1982), https://erwinpermana.wordpress.com/2017/11/03/ebook-cooperative-learning-robert-e-slavin/.

[10] Kath Murdoch and Jeni Wilson, "What Is Cooperative Learning?," *Helping Your Pupils to Work Cooperatively*, 2020, 7–10, https://doi.org/10.4324/9780203824634-5.

strengths to the group project. Additionally, the instructor needs to demonstrate effective conflict resolution techniques in a cooperative learning setting.[11] The teacher then offers the pupils a task, frequently assisting them in allocating the work so that each member of the group has a specific task to do. Only when each member of the organization participates effectively can the final objective be accomplished.

Based on those theories above, it can be concluded that cooperative learning is an method which use in group or the students will collaborate to solve the task or to reach the goal of learning subject.

e. Types of Cooperative Learning

There are some types of cooperative learning method.[12] We can see the types of cooperative learning method below :

1. Student Teams-Achievement Divisions (STAD): In this type of cooperative instruction students with varying academic abilities are grouped into 4 or 5 member teams in order to study what has been initially taught by the teacher and to help each one to achieve his or her highest level of achievement. After this students are given individual tests. Teams earn certificates or other recognition based

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[11] Rini Estiyowati Ikaningrum, "Teaching Writing Through Cooperative Learning," *Review of Educational Research* 50, no. 2 (2015): 315–42, https://media.neliti.com/media/publications/197147-EN-teaching-writing-through-cooperative-lea.pdf.

[12] Pardeep Thakral, "Cooperative Learning: An Innovative Strategy to Classroom Instruction," *Learning Community-An International Journal of Educational and Social Development* 8, no. 1 (2017): 17, https://doi.org/10.5958/2231-458x.2017.00004.5.

on the degree to which all team members have achieved gain in achievement over their past record of achievement.

2. Jigsaw: In this cooperative exercise the teacher might divide academic material into parts and each member of the team would study one of the parts. Then the members of the different teams who had studied the same parts might meet to discuss and clarify their sections. After meeting with members of other groups who are expert in the same part, the experts return to their own groups and present their findings. They might teach and quiz their teammates about their section.

3. Listen- Think- Pair–Share-Model: It is multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with others in pairs and finally share responses with the larger group. The teacher signals students to switch from listening to think, to pair, and to share by using clues. The benefits include longer and more elaborate answers, inferences supported by evidence and logical argument, increased student participation and improved achievement. Students individually or in pairs may write or diagram their thoughts. Teachers may cue them to reach consensus, engage in problem solving or assume the role of devil's advocate. The overall effect of these coordinated elements is a concrete, valid and practical system, made manageable and thereby acceptable to teachers.

4. Round Robin Brain Storming: Class is divided into small groups (4 to6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time", members of the team share responses with another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

5. Team Pair Solo: Students do problems first as a team, then with a partner and finally on their own. It is designed to motivate students to tackle and succeed at problems, which initially are beyond their ability. It is based on mediated learning. Students can do more things with mediation than they can do alone. By allowing them to do work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone what at first they could do only with help.

6. Reciprocal Teaching: Reciprocal teaching developed by Palincsar and Brown (1999) is a strategy of teaching in which the teacher and students take turns as teacher. The method is, both read a passage to themselves and the teacher demonstrates the process of formulating a question based upon the passage, summarizing the passage, clarifying it and making predictions based on the information contained in it. When the pupil takes a turn as teacher,

the teacher carefully coaches the pupil in these skills of comprehension and offers prompts and criticism until none is needed by the pupil, at which time the teacher's role becomes more passive.

7. Round Table

Roundtable is a good cooperative structure and interactive activity to practice vocabulary, grammar, or even content. Students pass a paper around, adding an item according to the criteria you designate. It is similar to Roundrobin, which is an oral chain activity.

From the statements above, it can be concluded that cooperative learning is a learning method that has many types, such as STAD, Jigsaw, Listen-Think-Pair-Share Model, Round Robin, Reciprocal Teaching, and Roundtable. The various types of cooperative learning methods will be able to improve the quality of learning and understanding of students. The researcher focused on cooperative learning type round table as the technique of teaching writing that teacher used in the class.

f. Definitions of Round Table

Roundtable is a good cooperative structure and interactive activity to practice vocabulary, grammar, or even content. Students pass a paper around, adding an item according to the criteria you designate. It is similar to roundrobin, which is an oral chain activity. In

roundtable, each student says a response, writes it on the page, and passes it on. Round table is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once.[13] Each time a person receives the paper, they should write a different task then whole class discussion should follow. While Kagan[14] state that round table can be used for brainstorming, reviewing, or practicing. In this method, each group member has a designated turn to participate and make a written contribution to the group's project. The group has a writing prompt, task, or question.

Round table is one of cooperative learning model where the students sit in teams.[15] They are given a paper and they have to write their response on the paper by taking turns in the team to help them generate ideas. Teacher gives them time and each of the members has to write his response before passing the paper to the other member of the group. Roundtable is learning technique where he students take turn generating writen responses, solving problem, or making a contribution to a project.[16] Students take turn in their team. Heartland express that roundtable is form pairs within team and take turns with a

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[13] George M. Jacobs, "Cooperative Learning in the Thinking Classroom: Research and Theoritical Perspectives," *Educational Practice and Theory* 20, no. 1 (2012): 59–73, https://doi.org/10.7459/ept/20.1.07.

[14] Spencer Kagan, *Cooperative Learning*, ed. Spencer Kagan, *Kagan Cooperative Learning* (San Clemente: Kagan Publishing, 2009).

[15] Adi Maja, "The Effectiveness of Roundtable Technique to Teach Writing Descriptive Text for Students with LowSelf-Efficacy," *The Explora* 7, no. 1 (2022): 10–25, https://doi.org/10.51622/explora.v7i1.515.

[16] Kagan, *Cooperative Learning*.

partner sharing ideas back and forth. Afterwards, the team discusses which ideas were common to the pairs and which ideas where unique.

Based on the theories above, the researcher conlude that rpund table is one types of cooperative learning method which students devided into some groups then each students would write their opinions in rotation.

g. **Characteristics of Round Table**

According to Kagan[17], some of characteristics of round table technique are :

1. Each group consist of 4-6 persons.

2. A paper and a pen or pencil for each group.

3. Each member of group has to write his or her answer in the paper.

h. **Procedure of Round Table**

According to Siemund[18], there are some procedural steps of round table technique, repeated as students read and discuss as a selection as follows :

1. The teacher requires each students in a group to have input

2. The teacher gave students in group, a text of narrative text with the question

3. The teacher passed from one students to anoher with each person reading question and responding to the problem, question or situation

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[17] Kagan.

[18] Siemund, Ph.D. 2011.Round Table As a Cooperative Learning Technique. Retrieved from http://unamas-library.ac.id/wpcontent/uploads/2014/09/skripsi-PDF.pdf.

4. The students reads his/her answer to the group and give to the group and gave an explanation to the response. The students then writes his/her name next to the response

5. The students discuss the answer and write a group response, if the group answer is different from the first answer.

6. The group can then write its response in the group response section

In other hand, Kagan state steps or the procedure of round table technique are :

1. The teacher assign a topic or question and provides think time.

2. All four student respond, simultaneously writing, drawing or building something with manipulative.

3. The teacher signals time, or students place thumbs up when done with the problem.

4. Students pass papers or projects one person clockwise.

5. Students continue, adding to what was already completed.

This procedure is similar with the data got in pra research interview by the researcher with the English teacher of SMP Muhammadiyah 31 Panyabungan. The English teacher explained the steps for using round table technique in writing are :

1. Students are formed into several groups of 4-5 people per group, then the students sit in a circle following their group table.

2. Then the teacher determines the theme of the writing that will be written by each group. Then each group determines the topic of their writing based on the theme given by the teacher.

3. If the topic has been agreed upon by each member in the group, the first student will write his idea in one paragraph and then the next paragraph will be continued by the student on the right, and so on until the writing is finished.

i. Advantages and Disadvantages of Round Table

1. Advantages of Round Table

   According to Kagan[19], round table technique will achieve some advantages in terms of academic and social point of view. The advantages of round table technique are :

   a. Assessing prior knowledge

   b. Practicing skill

   c. Recalling information

   d. Creating cooperative art

   e. Team building, participation of all

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[19] Kagan.

According to Harappa[20], here are some of the advantages of cooperative learning :

1. Achieving Excellence

Working with others is when you truly realize your strengths and weaknesses. For instance, you may have to take care of communicating with clients as part of your team. In the process, you will learn whether you're good at it or if you need to improve. Cooperative learning helps you achieve excellence because you acknowledge your improvement areas. Trying your best to be the best is what cooperative learning does for you.

2. Building Teamwork

The most important advantage of cooperative learning is, of course, building teamwork and collaboration. It helps to depend on others for some tasks that require a collaborative effort. You can use this opportunity to understand your teammates and decode their work styles. Everyone has something unique to bring to your group and you can maximize their skil is to accomplish your objectives and goals.

3. Effective Communication

The more you work with one another, the better your communication skills will be. From minutes of a meeting and emails to phone calls and video conferencing, there's a lot of

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[20] Harappa, "Advantages of Cooperative Learning," *Metodički obzori/Methodological Horizons* 7, no. 3 (2012): 97–114, https://doi.org/10.32728/mo.07.3.2012.09.

communication that goes on behind the scenes. Cooperative learning helps you open up in a team, share your ideas freely without fearing judgment and streamline your communication to get your points across. This is especially helpful when you're short on time and need to convey your ideas to a teammate.

4. Time Management

Cooperative learning is conducted within a timeframe where everyone has tasks assigned to them. This way you learn more about positive interdependence and how your task depends on someone else's. Al though you have to work independently, eventually each part needs to come together as a whole. You will learn to manage your time accordingly to avoid delays in the chain of tasks that need to be performed.

From the information above, it can be concluded that round table gave many advantages for students such as building the participation in team work.

2. Disadvantages of Round Table

There are also the disadvantages of cooperative Learning. Some of the disadvantages based on Kagan[21] are:

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[21] Kagan, *Cooperative Learning*.

a. Lack of Social Skills.

Students who do not know how to work together. Without instruction and structuring students will put each other down, boss each other around, and fail to resolve basic task conflicts.

b. Group Grades

Team projects which have a group grade create resentments and are unfair. One student does most or all the work, the rest receive the grade.

c. Lack of Diversity Skills

Once heterogeneous teams are formed the high achiever looks across the table at the lowest achiever in the class and says, loud enough for everyone to hear, "I don't want that dummy on my team." The lower achiever retaliates with "Nerds suck!".

d. Lack of Management Strategies

A teacher fails to put a quiet signal in place and becomes exhausted attempting to control the attention of the students.

From the statements above, it can be concluded that there are several advantages that can be obtained when using cooperative learning as a learning method such as teamwork building, but there are also several obstacles or disadvantages that can be obtained when using cooperative learning as a learning method such as lack of teacher control or teacher supervision. in the course of cooperative learning.

j. Definitions of Writing

Writing is a system of human communication that uses visual symbols (letters, characters, or other marks) to represent language. It is a way of expressing ideas, thoughts, and information. According to Lubis and Hasibuan[22], writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features. Writing is the practice of expressing thoughts through symbols. It is a method or system for seeing or tactilely representing language. The mirror is what reflects/demonstrates one's proficiency with a language.[23] Writing is the process of grafting texts in the margins, the spac- es, the gaps of others' texts.[24] The fourth language skill that students must put a lot of effort into mastering is writing.

k. Writing Activities

Writing activities is refers to a broad category of tasks or exercises that involve the act of creating written content. These activities can vary widely in purpose, format, and style, and they are often designed to develop and enhance writing skills. Writing activities can be educational, professional, or personal, and they may

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[22] Rayendriani Fahmei Lubis and Nur Khoiria Hasibuan, "Students' Writing Procedure Text Mastery," *English Education : English Journal for Teaching and Learning* 8, no. 2 (2021): 166–76, https://doi.org/10.24952/ee.v8i2.3238.

[23] Johana Andrea and Moreno Cuellar, "The Use of Plotagon to Enhance the English Writing Skill in Secondary School Students," *Profile: Issues in Teachers' Professional Development* 21, no. 1 (2019): 139–53.

[24] Poetry Author, Carl Leggo Source, and Stable Url, "Deconstruction Open (Ing) Texts : Responding Poetry" 37, no. 3 (2013): 186–92.

serve different goals such as improving language proficiency, expressing creativity, communicating information, or achieving specific learning objectives. In educational settings, writing activities are commonly used as a pedagogical tool to help students develop their writing abilities.[25] These activities can range from simple exercises like writing prompts and essays to more complex projects such as research papers or creative writing assignments. In a broader context, writing activities extend beyond the classroom and are applicable in various professional and personal scenarios. For example, in the workplace, individuals engage in business writing activities, technical writing activities, or collaborative writing activities to communicate effectively with colleagues, clients, or stakeholders. Personal writing activities may include keeping a journal, writing letters, creating poetry, or engaging in other forms of self-expression. Overall, writing activities encompass a wide array of tasks that involve putting thoughts, ideas, or information into written form, and they play a crucial role in language development, communication skills, and self-expression.

From the statement above, the researcher concluded that writing is very important especially as the one of communication tool, so everyone can express their idea and make a good interaction in their social environment and from the writing activities, the students can

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[25] Annisa Sabar Cahyati, "An Analysis on Writing Activities Used in Textbook Entitled 'When English Rings a Bell' For Seventh Grade Junior High School Based on 2013 Curiculum," 2018, https://core.ac.uk/download/pdf/296472171.pdf.

improve their writing ability because have often been trained in writing activities.

l. **Round Table Technique in Writing Activities**

The implementation of round table to improve students writing skill should consider the formation of students' group, classroom management, and the adaptation to Round Table technique. Round table technique which is seen as both cooperative and collaborative learning technique was able to change the teaching and learning activity into learner-centered. All of the students were actively involved during the teaching and learning activity. By following round table procedures, each students took part in the learning process.

Therefore, all students were involved in their own learning process. The students no longer only sat and listened to the teacher's lecture. They had writing exercises in class and guided by the teacher. The students also got chance to help each other during this activity. The activities done by the students were taking turns to jot down ideas and discussion. The teacher distributed work sheet to each group. The work sheet were in the form of storybaord. The teacher also put keywords on the storyboard to guide the students in jotting down ideas to construct a text. After that, the students took turn in writing the first draft and then discussed the draft in the editing process.

B. Review of Related Findings

There are some research that support this research. The first research is by Wulandari that has purpose to know the students' perception on using cooperative learning technique in writing activity. The findings of the research is students learn cooperatively because they appreciate and prefer working in teams.[26] They also mentioned how much better they have learned to write. Additionally, the findings show that students only pay attention to the task's completion and not its execution. Students believed that the cooperative learning strategy should be used to perform or hold the class writing activity, according to the research's findings.

The second related research is by Pradnyani that has purpose rsearch to know how is students' perception on writing skill (A Survey at Second Students of SMPN 15 Mataram in Academic Year 2014/2015.[27] This research is analyzed qualitatively by using questionnaire as the instrument of the research. The result of this research is the students got bad responses because students still lack of vocabulary and students can not deliver their idea to their paper or written text. The researcher also suggest the students to study hard and develop their writing ability in anyway and anywhere. It is meant to increase or check their ability and understanding to what they have learnt in the classroom, the teacher also should give the students more opportunity to express their ideas. Moreover, they have to be more selective in choosing the materials to be

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[26] Desta Wulandari, "Students' Perception on the Use of Cooperative Learning in Writing Activity at State Islamic Senior High School 1 Kuantan Singingi," 2021.

[27] Ida Ayu Kade Dessy Pradnyani, "Students' Perception on Writing Skill (A Survey at Second Students of SMPN 15 Mataram in Academic Year 2014/2015," *Students' Perception on Writing Skill*, 2015, 8, http://eprints.unram.ac.id/267/.

taught and use different kinds of techniques in teaching. So, the students will consider that English is not a difficult subject at all.

The third related research is by Larasati that has research under the title improving students ability in writing a narrative text by using a round table strategy at grade VIII B of SMPN 1 Sumbergempol.[28] The purpose of this research is to know wether there is a significant effect or not in students writing ability while using round table strategy in writing. The result of this research is there was a significant difference before and after implementing round table strategy in teaching narrative text. It means that using round table strategy as strategy to help students brainstorm ideas was effective to improve students' writing achievement. The round table strategy could improve the students' ability in writing narrative text. The students got better score in writing narrative text. The students actively participated in the group discussion to brainstorm their ideas and confirm their understanding among each other. The students showed more enthusiasm and more interested in writing narrative text.

The fourth related research is by Kareviati and Kurnia that has research purpose to know who is students' perception in writing descriptive text in SMPN 32 Bandung.[29] The result of this research is most of their score is still below the minimum completeness criteria, which most of the students liked writing and knew what descriptive text is. From the questionnaire, it was

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[28] Niken Larasati, "Improving Students' Ability in Writing a Narrative Text By Using a Round Table Strategy At Grade VIII B of SMPN 1 Sumbergempol," *Journal of English and Education* 1, no. 1 (2016): 1–5, http://repo.uinsatu.ac.id/4186/.

[29] Rizki Kurnia and Evie Kareviati, "Students' Perception in Writing Descriptive Text," *PROJECT (Professional Journal of English Education)* 4, no. 3 (2021): 397, https://doi.org/10.22460/project.v4i3.p397-401.

shown that the teacher may have given students motivation to learn English and applied an appropriate teaching method. But the teacher didn't make students feel that descriptive text was fun, and also didn't make it effectively. It made students perceive that the teaching-learning process was not interesting.

The fifth related finding is by Ishaq that has purpose his research with title the effect of individual and cooperative learning method in students writing skill. The result of this research is there is a significant effect on students writing score while using cooperative learning.[30] He also recommend to the teacher to use cooperative learning method while teaching writing because it motivates students to write better.

From the previous findings, it is already known that several researchers have conducted research on student writing, the results of which are that student writing is still very weak, especially in terms of vocabulary and teachers' less creative teaching methods. Then there were several researchers who examined how effective cooperative learning was in students' writing, the result of which was that cooperative learning was quite effective when used as a strategy for teaching writing to students. Therefore, researcher in this research will focused on students' perception on using cooperative learning in writing activity at the second grade students of SMP Muhammadiyah 31 Panyabungan.

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[30] Ishak Ishak and Euis Yanah Mulyanah, "The Effect of Individual and Cooperative Learning on Students' Writing Ability," *Journal of English Language Studies* 2, no. 1 (2017): 402–12, https://doi.org/10.30870/jels.v2i1.1593.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Location of The Research

This research was conducted in 2023 in even semester academic year 2023/2024 . The time of the research was started from October 2022 until finish. The research located at Junior High School Muhammadiyah 31 Panyabungan that is located at Gunungtua Panggorengan village, Panyabungan district, Mandailing Natal regency.

B. Methods of Research

This research was quantitative method as the way to reach the goal of this research. This descriptive quantitative designed choosen because researcher want to explore students' perception in writing activity while using cooperative learning with a complete data. The quantitative data would give a general data statistically. And then qualitative data will give deeper explanation and more detail.

From the explanation above, quantitative research used questionnaire to analyze and collect the data. This research focuses on tell a particular phenomenon. This method used by researcher because it is relevant to the problem that already explains on the research question. The problem talked about the students" perception on the use of cooperative learning in writing activity".

C. Population and Sample of the Research

1. Population

Researh participant is someone who give information about the research study.[1] The purposive participant selection in this research will be the students. The population of the research were the second grade students of Junior High School (SMP) Muhammadiyah 31 Panyabungan. The second grade students of SMP Muhammadiyah 31 Panyabungan has three classes, they are VIII. 1, VIII. 2, and VIII. 3. The total of the populations are 72.

To make it sure about the total populations of the second grade students of SMP Muhammadiyah 31 Panyabungan, the researcher make it to the table as mentioned below :

Table III.1 Population of the Research

Number	Class	Total Students
1	VIII 1	24
2	VIII 2	24
3	VIII 3	24
Total Population : 72		

2. Sample

This research took 61 students from all the total of population as the respondent of questionnaire. The researcher used sample size

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[1] Nicholas Walliman, *Research Method The Basic*, 1st ed. (London, England: Routledge Taylor and Francis Group, 2011), http://dspace.vnbrims.org:13000/jspui/bitstream/123456789/4667/1/Research Methods The Basics -Nicholas Walliman.pdf.

calculator by surveysystem.com that has suggested by Cohen.[2] To make it clear, it can see below :

Based on the result above, the researcher took 61 students as the samples. 61 samples were choosen because the researcher used the Confidence Level 95% and Convidence Interval (CI) was 5. Researcher also determined the number of samples using the Slovin formula :

$$n = \frac{N}{1 + Ne^2}$$

n = Total Sample

N = Total of Population

Ne = Tolerance Limit Percentage

$$n = \frac{72}{1 + 0.05^2}$$

$$n = \frac{72}{1 + 0.0025}$$

$$n = \frac{72}{1.18}$$

$$n = 61.01$$

[2] Louis Cohen, *Research Methods in Education*, 8th ed. (London: Library of Congress Cataloging-in Publication Data, 2018), https://www.routledge.com/Research-Methods-in-Education/Cohen-Manion-Morrison/p/book/9781138209886.

The samples of the research was taken by random sampling, and the details is mentioned below :

Table III.2 Sample of the Research

Number	Class	Total Students
1	VIII 1	20
2	VIII 2	20
3	VIII 3	21
Total Sample	:	61

D. Research Instrument

In this research, researcher used questionnaire as the instrument to collect the data. It is to make sure that the data result are consistent, certain, complete, and strong. The instrument that researcher used in this research is questionnaire.

The questionnaire is designed to answer the research question about the students perception. The construction of Likert (or Likert type) scale is rooted into the aim of the research Sometimes the purpose of the research is to understand about the opinions/perceptions of participants related with single 'latent' variable (phenomenon of interest) . This 'latent' variable is expressed by several 'manifested' items in the questionnaire.[3] These constructed items in a mutually exclusive manner address a specific dimension of phenomenon under inquiry and in cohesion measure the whole phenomena. Here during analysis, the scores of the all items of the questionnaire are combined (sum) to generate a composite score, which

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[3] Ankur Joshi et al., "Likert Scale: Explored and Explained," *British Journal of Applied Science & Technology* 7, no. 4 (2015): 396–403, https://doi.org/10.9734/bjast/2015/14975.

logically in totality measures anuni-dimensional trait. This instrument is known as Likert scale.

The questionnaire used likert scale that has five levels and scores.[4] They are as follow :

Table III.3 Level and Score Based On Likert Scale

NO	Level	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

The researcher made the questionnaire in two versions, they are English and Indonesia versions. The Indonesia version shared to the students as the sample of the research. The indicators of the questionnaire is adopted from the indicators of perception based on Walgito in Akbar's Journal.[5] The indicators of questionnaire is mentioned below :

(Table III. 4 Indicators of the Questionnare)

No	Indicators	Items	Number of Items
1	Absorption of external stimuli or object	5	1,2,3,4,5
2	Understanding the object that occur in the brain	5	6,7,8,9,10
3	Individual assessment or evaluation of the object	5	11,12,13,14,15

There are two importances characteristics that every measuring instrument should pass, they are validity and reliability. Before going spread the questionnaire, researcher was going to try out 30 students to find out the

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[4] James D. Brown, "Likert Items and Scales of Measurement?," *SHIKEN: JALT Testing & Evaluation SIG Newsletter* 15, no. March (2011): 10–14, https://hosted.jalt.org/test/bro_34.htm.
[5] Akbar, "Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus."

validity and reliability of questionnaire. According to Usman and Akbar, if the result of r count > r table so the instrument is valid. In this research, the questionnaire was valid by using product moment correlation by SPSS 20 for the windows program. The result of the instrument validity is shown below :

Table III. 5 Validation of the Instrument by Using SPSS 20

ITEMS	r count	r table	Result
ITEM 1	0.22	0.306	Unvalid
ITEM 2	0.50	0.306	Valid
ITEM 3	0.44	0.306	Valid
ITEM 4	0.43	0.306	Valid
ITEM 5	0.09	0.306	Unvalid
ITEM 6	0.05	0.306	Unvalid
ITEM 7	0.66	0.306	Valid
ITEM 8	0.36	0.306	Valid
ITEM 9	0.41	0.306	Valid
ITEM 10	0.47	0.306	Valid
ITEM 11	0.59	0.306	Valid
ITEM 12	0.48	0.306	Valid
ITEM 13	0.16	0.306	Unvalid
ITEM 14	0.47	0.306	Valid
ITEM 15	0.43	0.306	Valid
ITEM 16	0.36	0.306	Valid
ITEM 17	0.07	0.306	Unvalid
ITEM 18	0.64	0.306	Valid
ITEM 19	0.39	0.306	Valid
ITEM 20	0.42	0.306	Valid

Based on the table above, it can be seen that there were 15 items valid and there were 5 items unvalid. So the researcher took 15 items to be used as the instruments of the research. Besides the validity instruments, it was necessary to count the reliability of instruments. The researcher used SPSS 20 with the formula by using Cronbach Alpha Formula. The instrument declare valid if Alpha > 0.80. The result of reliability test is shown below :

Reliability Statistics

Cronbach's Alpha	N of Items
.844	15

The result of reliability test is the Cronbach's Alpha 0.844 > 0.8. So the conclusion is the instruments is reliable.

E. Technique of Collecting Data

Data collection is the result of the research that get from informants. In this step, the researcher have used one technique. The technique is questionnaire.

In this step, researcher made some statements using likert scale. Researcher adopted the indicators in questionnaire from the indicators of perception based on Walgito in Akbar's Journal.[6] Questionnaire contained of written statement or question that has been answered by respondent. The researcher have carried out this steps for collecting data, the steps are mentioned below:

1. The researcher designed the questionnaire by using Likert Scale. Researcher adopted the indicators of perception by Walgito.

2. Researcher went the school (SMP Muhammadiyah 31 Panyabungan) as the location of the research.

3. Researcher gave the questionnaire sheet to the students

4. Finally, researcher collected the data and calssified the data.

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[6] Akbar.

F. Technique of Analyzing the Data

Data analysis technique is the process of collecting data systematically to facilitate researchers in obtaining conclusion. Conclusions will be easily obtained when the data analysis is correct. The data analysis was the process of reducing the data, transcribing and grouping the data. The data is collected as a result of an questionnaire.[7] The data from questionnaire were analyzed by using quantitative method. The steps for analyzing data as mentioned below:

Data Analysis of Questionnare

a. The researcher collected the data from students and will give the score from all the answers using Liket Scale below :

1. Strongly Agree reached 5 score

2. Agree reached 4 score

3. Neutral reached 3 score

4. Disagree reached 2 score

5. Strongly Disagree reached 1 score

b. After that, researcher analyze how much the score percentage from each statements by using the formulation by Arikunto.[8]

$$P = \frac{f}{N} \times 100\%$$

P : Percentage

f : Frequency Respondents Answered

N : Total Respondents

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[7] Sugiyono, "Metode Penelitian Kuantitatif Kualitatif Dan R&d."

[8] Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik.," *Jakarta: Rineka Cipta* (Indonesia: Rineka Cipta, 2013), http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/62880.

100: Constant Value

c. Researcher categorized students answered into positive or negative answered.

d. Explain the result of questionnaire

Researcher explained the result from questionnaire based on the data percentage above. Researcher showed the result also by giving pie chart for each statements, it helped to shown the percentage clearly. To analyze the percentage of students score, the researcher used the scale to classify the level from Arikunto as mentioned below :[9]

Table III. 6 Level of Percentage

Value Range (Scores)	Categories
80-100	Very Positive
60-79.99	Positive
40-59.99	Uncertain
20-39.99	Not Bad
0-19.99	Very Bad

[9] Suharsimi Arikunto.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, researcher presented the result of the research about students' perception on the use of cooperative learning in writing activity at the second grade of SMP Muhammadiyah 31 Panyabungan.

A. Data Description

This research had one finding result based on the formulation about students' perceptions on the use of cooperative learning in writing activity at the second grade of SMP Muhammadiyah 31 Panyabungan is after using quantitative method by SPSS 20, the result of this research are :

The Result from the Questionnare of the Research

Data from the questionnaire consisted of 15 statements, where 5 items were about absorption of external stimuli or object by individually or together, 5 items were about understanding the object that occur in the brain, and 5 items were about individual assessment or evaluation of the object. The number of participants was 61 students at the second grade of SMP Muhammadiyah 31 Panyabungan. 20 students from class VIII.1, 20 students from class VIII.2, and 21 students from class VIII.3. The result based on each indicator, it can be seen below :

a. Absorption of external stimuli or object by individually or together

Based on this indicator, researcher created 5 statements to know how were students overview before knowing the usefulness of using cooperative learning in their writing activity. The statements start from

number 1 until 5. The following are result that will be described through charts :

1. I think learning writing by using cooperative learning is very important.
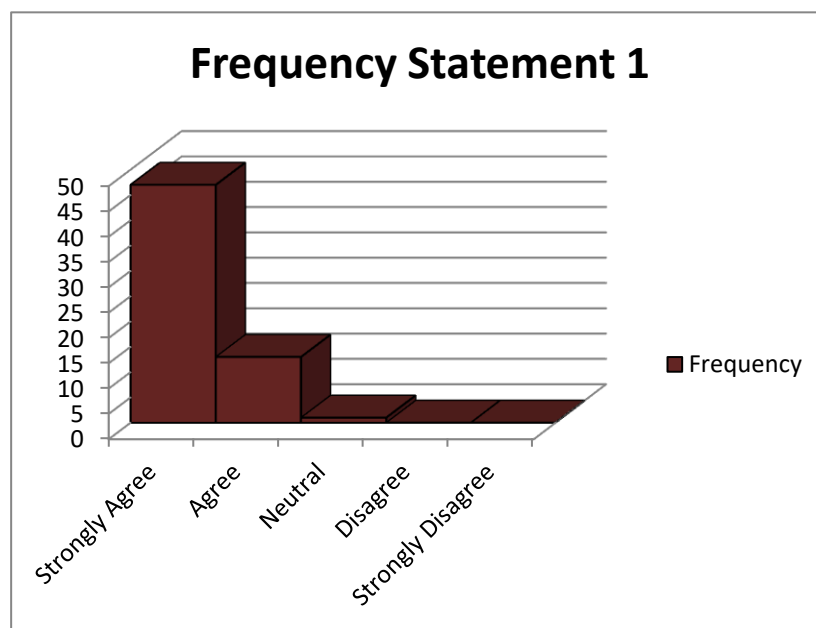
(Histogram 1 I think learning writing by using cooperative learning is very important).

Regarding to the histogram, it was found that there were 47 (77 %) students respond strongly agree that learning writing by using cooperative learning is important. It shows that mostly students answer strongly agree. There were 13 students (21.3 %) answered agree and there were 1 student (1.3 %) answered neutral. Based on the first statement there is no students answered disagree and disagree. To make it clear, researcher made them into this table below :

Table IV.1 Frequencies of Statement 1

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	1.6	1.6	1.6
	A	13	21.3	21.3	23.0
	SA	47	77.0	77.0	100.0
	Total	61	100.0	100.0	

Regarding to the table IV.1, it was found that the frequency of students who answered neutral was 1 or 1.6 % from the total, and then 13 students or 21.3 % who answered agree, and there were 47 students or 77.0 % who answered strongly agree. Total of frequency is 61 and the percentage is 100%. It is mean that all of the sample are answered and no one missing.

2. I think using cooperative learning method increase my ability in writing
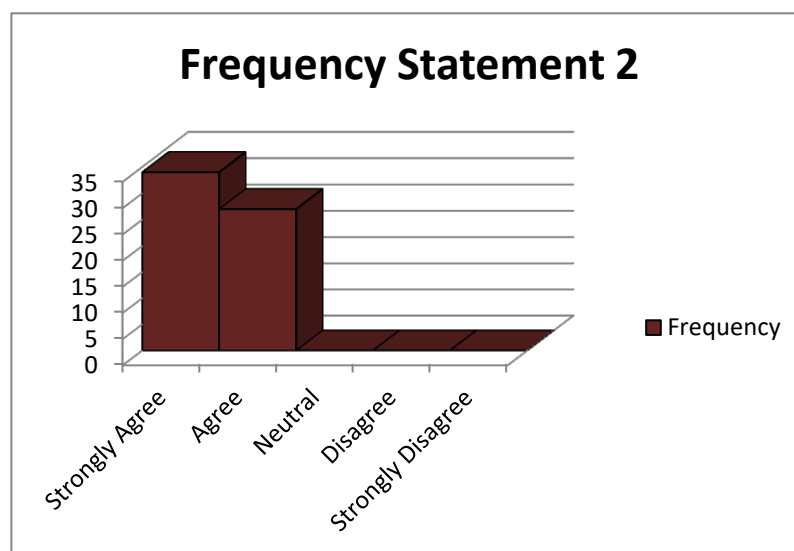
(Histogram 2.I think using cooperative learning method increase my ability in writing)

Regarding to the histogram, it was found that there were 34 (55.7 %) students respond strongly agree that cooperative learning method increased their writing. There were 27 students (44.3 %) answered agree. The most students answered strongly agree. Based on the second statement there is no students answered neutral, disagree and disagree. To make it clear, researcher made them into this table below :

Table IV.2 Frequencies of Statement 2

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	27	44.3	44.3	44.3
SA	34	55.7	55.7	100.0
Total	61	100.0	100.0	

Regarding to the table IV.2, it was found that the frequency of students who answered agree was 27 or 44.3 % from the total, and then 34 students or 55.7 % who answered strongly agree. Total of frequency is 61 and the percentage is 100%. It is mean that all of the sample are answered and no one missing.

3. I think cooperative learning method help me to learn deeply about writing.

Table IV.3 Frequencies of Statement 3

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	1	1.6	1.6	1.6
A	19	31.1	31.1	32.8
SA	41	67.2	67.2	100.0
Total	61	100.0	100.0	

From the table above, it can seen that there were 41 students (67.2 %) answered strongly agree, and then there were 19 students (31.1 %) answered agree, and there was 1 (1.6 %) students that answered neutral. The most of students answered strongly agree for statements 3. Regarding to the table, there is no students that answered disagree and strongly disagree.

To make it clear, researcher made the result of this statement to a pie chart below :
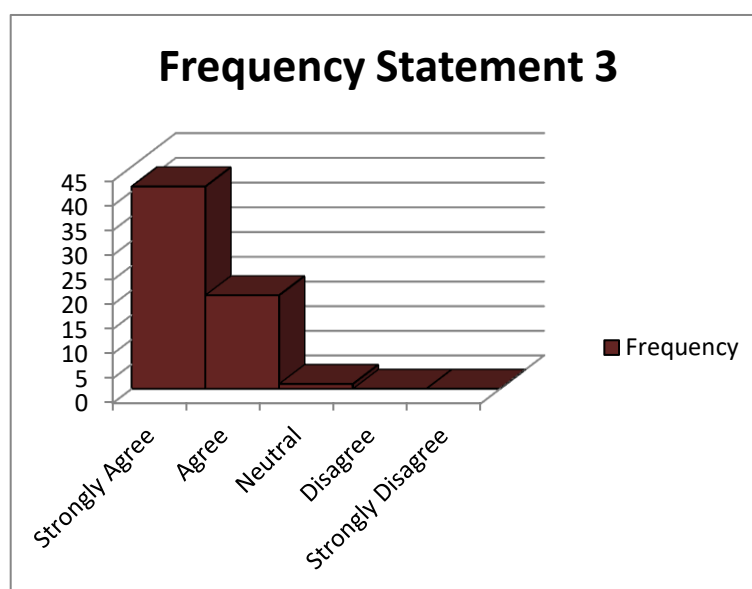
(Histogram 3. I think cooperative learning method help me to learn deeply about writing)

4. I feel cooperative learning method I suitable if using in writing activity

Table IV.4 Frequencies of Statement 4

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	1	1.6	1.6	1.6
	N	1	1.6	1.6	3.3
	A	32	52.5	52.5	55.7
	SA	27	44.3	44.3	100.0
	Total	61	100.0	100.0	

From the table above, the result of the fourth statemens are there were 27 students (44.3 %) that answered strongly agree, and there were 32 students (52.5 %) that answered agree, and then there was 1 students (1.6 %) that answered neutral, and there was 1 students also(1.6 %) that answered disagree. The most students are answered agree. Regarding to the table, there is no students that answered strongly disagree. Researcher also made it into a histogram below :
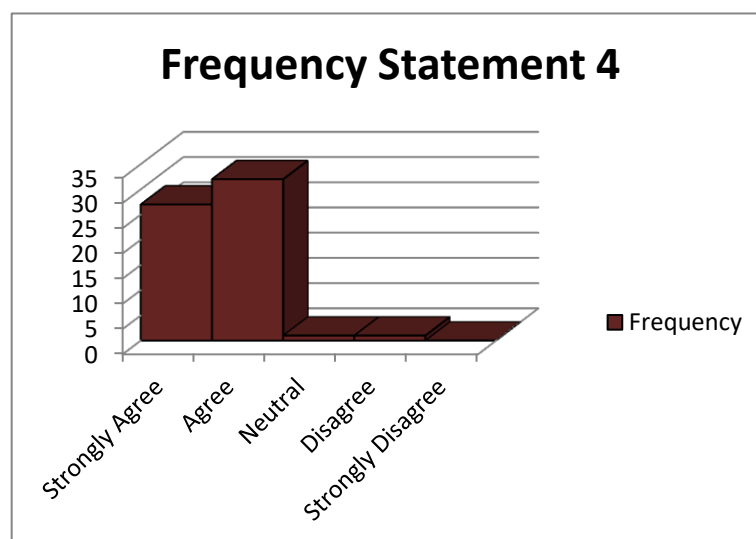
(Histogram 4. I feel cooperative learning method I suitable if using in writing activity)

5. The method used in the classroom can motivated students to learn about writing.

Table IV.5 Frequencies of Statement 5

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	8	13.1	13.1	13.1
	A	28	45.9	45.9	59.0
	SA	25	41.0	41.0	100.0
	Total	61	100.0	100.0	

From the table above, the result of the fifth statements are there were 25 students (41 %) that answered strongly agree, and then there were 28 students (45.9 %) that answered agree, and there were 8 students (13.1 %) that answered neutral. The most of students answered agree. Regarding to the table, there is no students that answered disagree and strongly disagree. Researcher also made it into a pie chart below :
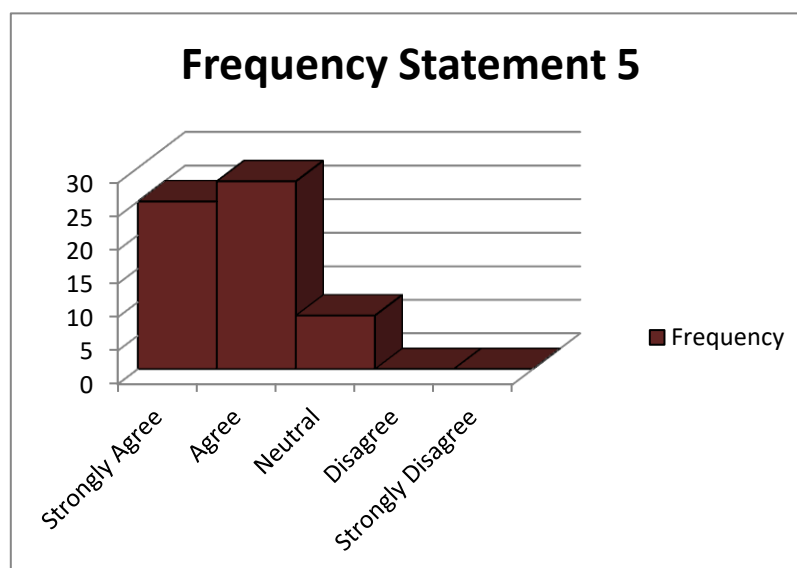
(Histogram statements 5)

b. Understanding the object that occur in the brain

Based on this indicator, researcher created 5 statements to know how their understanding the object that are related to the use of cooperative learning in their writing activity. The students are choosen the answer based on their point of view. The statements are start from number 6 to 10.

6. The material is clear

Table IV.6 Frequencies of Statement 6

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	5	8.2	8.2	8.2
	A	40	65.6	65.6	73.8
	SA	16	26.2	26.2	100.0
	Total	61	100.0	100.0	

From the table above, there were 16 students (26.2 %) that answered strongly agree, and then there were 40 students (65.6 %) that answered agree, and there were 5 students (8.2 %) that answered neutral. The most of students are agree for this statements. Regarding to the table, there is no students that answered disagree and strongly disagree. Researcher also made it into a histogram below :

Frequency Statement 6
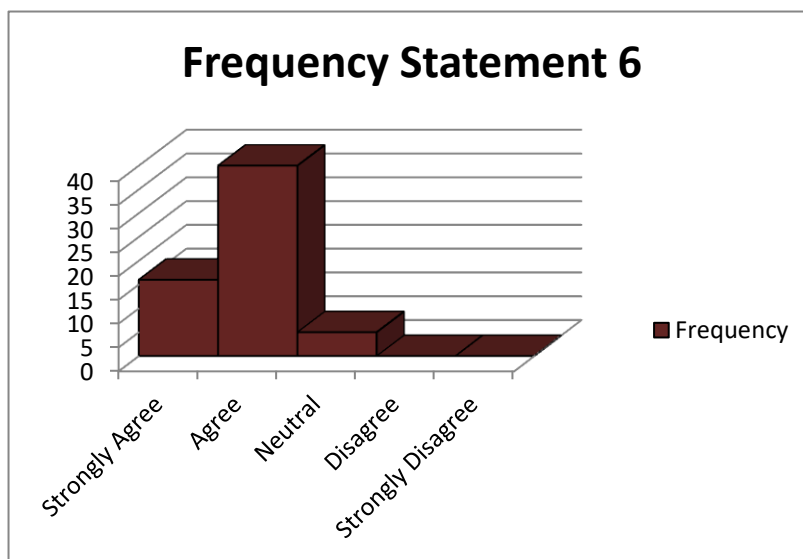
(Histogram 6. The material is clear)

7. I get deep understanding in writing while using cooperative learning method

Table IV.7 Frequencies of Statement 7

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	6.6	6.6	6.6
	A	28	45.9	45.9	52.5
	SA	29	47.5	47.5	100.0
	Total	61	100.0	100.0	

From the table above, the result of seventh statements are there were 29 students (47.5 %) that answered strongly agree, and then there were 28 students (45.9 %) that answered agree, and there were 4 students (6.6 %) that answered neutral. The most students answered strongly agree. Regarding to this table, there is no students that answered disagree and strongly disagree. Researcher also made it into a histogram below :

Frequency Statement 7

(Histogram 7. I get deep understanding in writing while using

cooperative learning method)

8. The writing task are evaluated to improve and make the better

understanding

Table IV.8 Frequencies of Statement 8

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	4.9	4.9	4.9
	A	28	45.9	45.9	50.8
	SA	30	49.2	49.2	100.0
	Total	61	100.0	100.0	

From the table above, the result of eighth statements are there

were 30 students (49.2 %) answered strongly agree, and then tere were

28 students (45.9 %) that answered agree, and there were 3 students

(4.9 %) that answered neutral. The most of students answered strongly

agree for this statements. Regarding to the table, there is no students

that answered disagree and strongly disagree. Researcher also made it

into a histogram below :

Frequency Statement 8
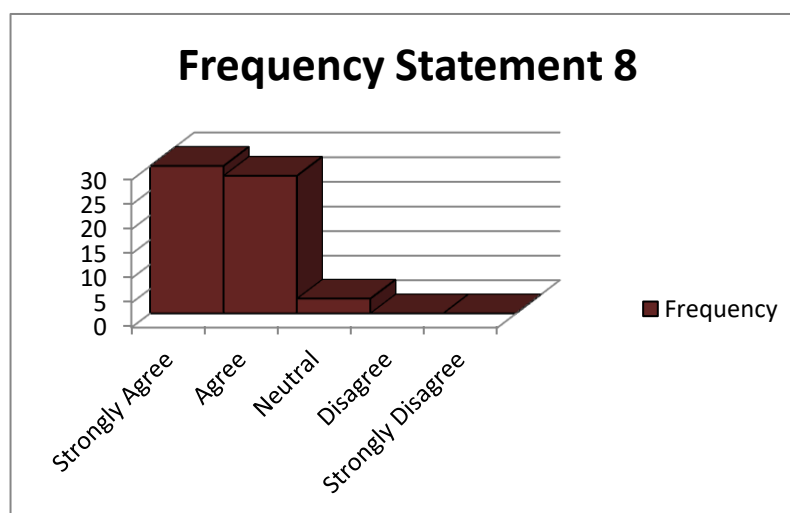
(Histogram. The writing task are evaluated to improve and make the

better understanding)

9. Students understand about the writing task while using cooperative

learning method

Table IV.9 Frequencies of Statement 9

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	5	8.2	8.2	8.2
	A	45	73.8	73.8	82.0
	SA	11	18.0	18.0	100.0
	Total	61	100.0	100.0	

From the table above, the result for ninth statement are there were

11 students (18.0 %) that answered strongly agree, and then there were

45 students (73.8 %) that answered agree, and then there were 5

students (8.2 %) that answered neutral. The most of students are

answered agree. Regarding to the table, there is no students that

answered disagree and strongly disagree. The researcher also made it

into a histogram below :

Frequency Statement 9
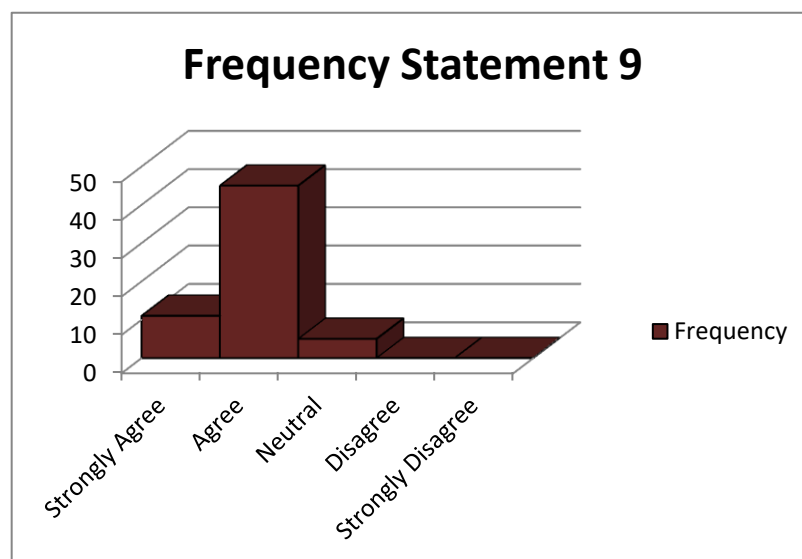
(Histogram 9. Students are understand about the writing task while

using cooperative learning method)

10. The method developed my critical thinking

Table IV.10 Frequencies of Statement 10

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	1	1.6	1.6	1.6
	N	9	14.8	14.8	16.4
	A	33	54.1	54.1	70.5
	SA	18	29.5	29.5	100.0
	Total	61	100.0	100.0	

From the table above, the result of tenth statement are there were

18 students (29.5 %) that answered strongly agree, and then there were

33 students (54.1 %) that answered agree, and there were 9 students

(14.8 %) that answered neutral, and there was 1 student (1.6 %) that

answered disagree. The most of students are agree for this statements. Regarding to the table, there is no students that answered strongly disagree. Researcher also made it into a histogram below :
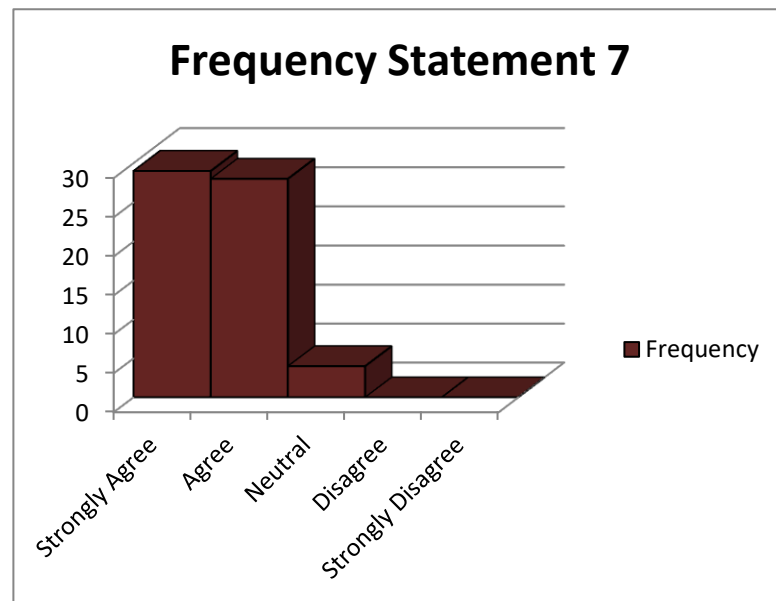
Frequency Statement 10
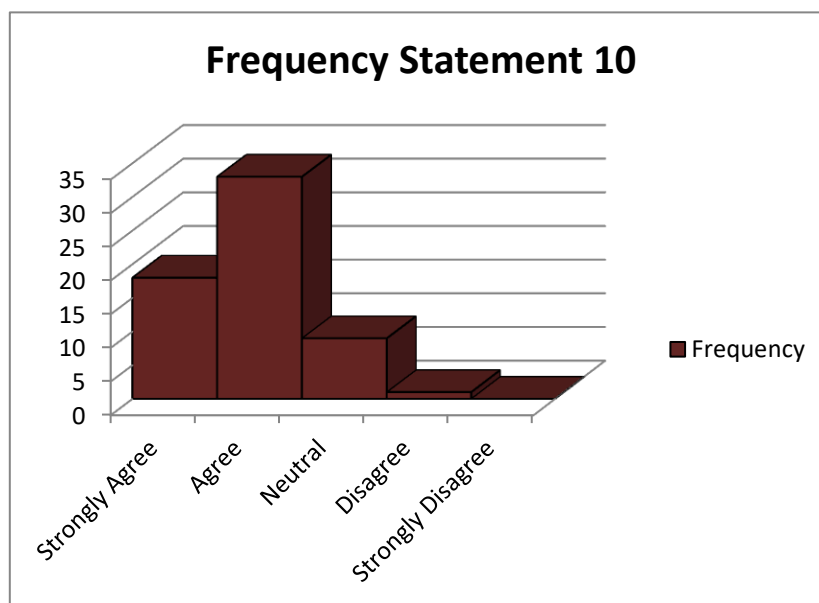
(Histogram.10 The method developed my critical thinking)

c. Individual assessment or evaluation of the object

The third indicator was about evaluation in using cooperative learning in writing activity. Researcher created 5 statements to explore how students students evaluated after they learning writing using cooperative method. The statements are start from number 11 to 15.

11. The writing tasks are easy to solve

Table IV.11 Frequencies of Statement 11

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DA	12	19.7	19.7	19.7
N	38	62.3	62.3	82.0
A	10	16.4	16.4	98.4
SA	1	1.6	1.6	100.0
Total	61	100.0	100.0	

From the table above, there was 1 student (1.6 %) that answered strongly agree, and then there were 10 students (16.4 %) that answered agree, and there were 38 students (62.3 %) that answered neutral, and there were 12 students (19.7 %) that answered disagree. The most of students answered neutral for this statements. Regarding to this table, the most of students felt that the wriing task are not heavy to solve. Researcher also made it into a histogram below :
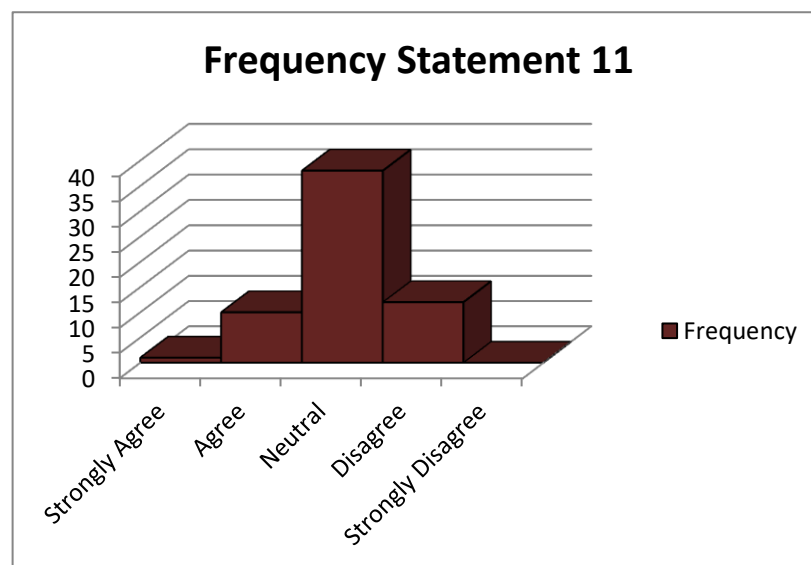
(Histogram 11. The writing tasks are easy to solve)

12. A few task make students felt easy to do it

Table IV.12 Frequencies of Statement 12

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	12	19.7	19.7	19.7
	N	32	52.5	52.5	72.1
	A	14	23.0	23.0	95.1
	SA	3	4.9	4.9	100.0
	Total	61	100.0	100.0	

From the table, there were 3 students (4.9 %) that answered strongly agree, and then there were 14 students (23.0 %) that answered agree, and there were 32 students (52.5 %) that answered neutral, and there were 12 students (19.7 %) that answered disagree. The most of students answered neutral for this statements. And it can bee seen that there is no student that answered strongly disagree. So the most of students felt neutral about the task that still make them confuse. Researcher also made it into a histogram below :
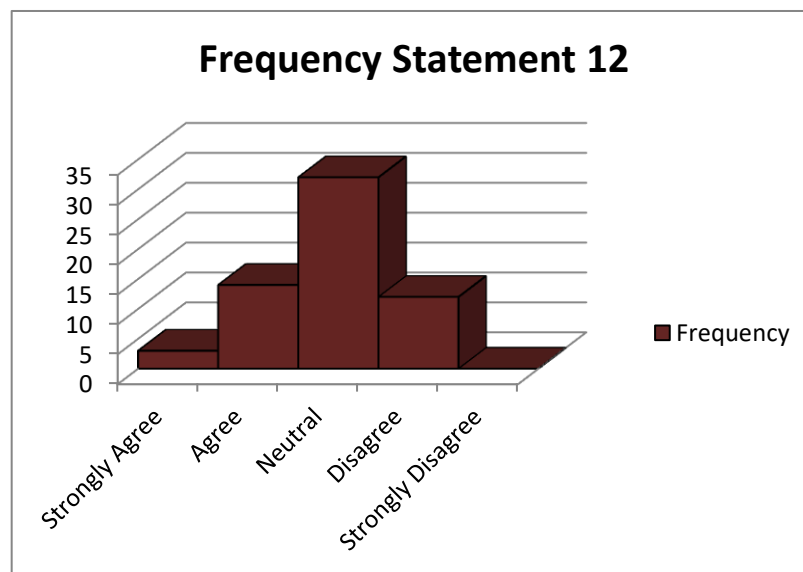
(Histogram 12. A few task make students felt easy to do it)

13. There is no misunderstanding

Table IV.13 Frequencies of Statement 13

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	4.9	4.9	4.9
	A	25	41.0	41.0	45.9
	SA	33	54.1	54.1	100.0
	Total	61	100.0	100.0	

From the table above, the result of this statement are there were 33 students (54.1 %) that answered strongly agree, and then there were 25 students (41 %) that answered agree, and there were 3 (4.9 %) that answered neutral. The most of students answered strongly agree for this statement. It means the misunderstanding while learning is fixed by the teacher. Regarding to the table, there is no students that answered disagree and strongly disagree. Researcher also made it into a pie chart below :
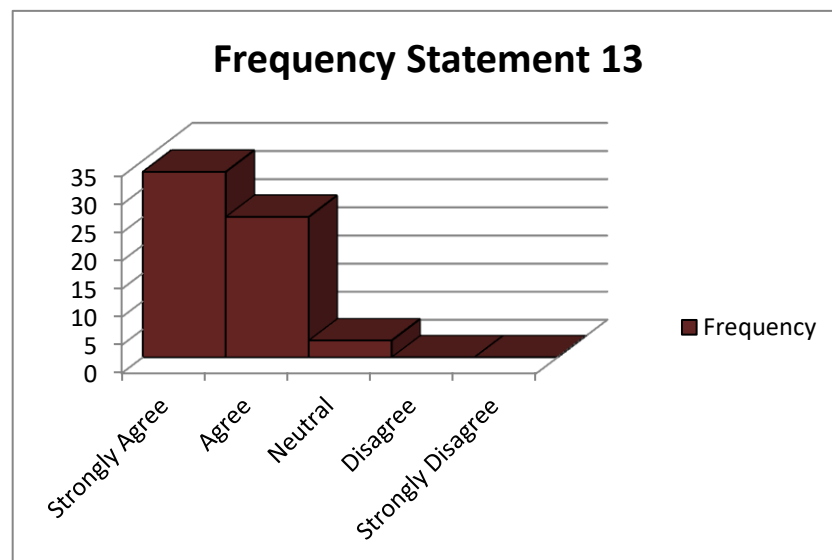
(Histogram 13. There is no misunderstanding)

14. I thought learning writing using cooperative method is already good

Table IV.14 Frequencies of Statement 14

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SDA	1	1.6	1.6	1.6
DA	36	59.0	59.0	60.7
N	16	26.2	26.2	86.9
A	8	13.1	13.1	100.0
Total	61	100.0	100.0	

From the table above, the result of this statement are there were 8 students (13.1 %) that answered agree, and then there were 16 students (26.2 %) that answered neutral, and there were 36 students (59.0 %) that answered disagree, and there was 1 student (1.6 %) that answered strongly disagree. The most of students answered disagree, it means they thought that earning writing by using cooperative learning should not fixed more. Regarding to the table, there is no students that anwered stronglyagree. Researcher also made it into a histogram below:

Frequency Statement 14
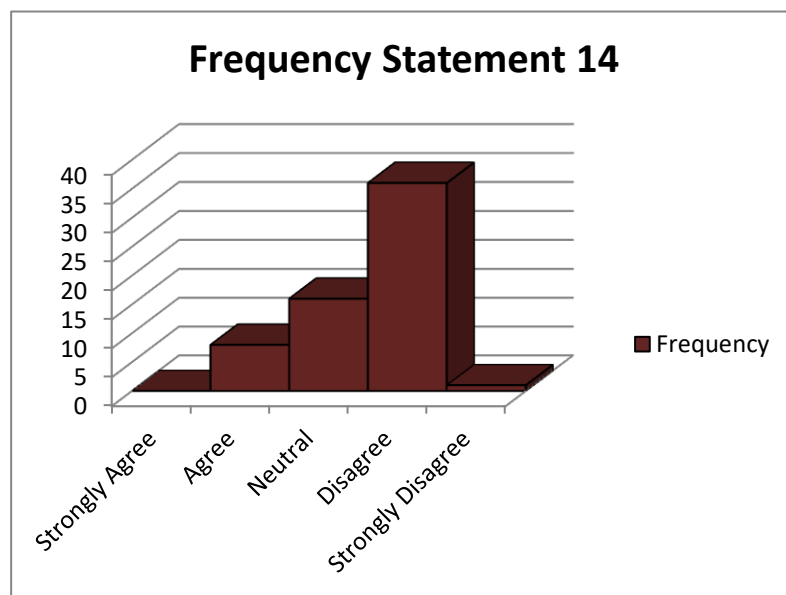
(Histogram 14. I thought learning writing using cooperative method is already good)

15. Students available to have discussion with the team to finish the writing task

Table IV.15 Frequencies of Statement 15

Categories		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	6	9.8	9.8	9.8
	A	26	42.6	42.6	52.5
	SA	29	47.5	47.5	100.0
	Total	61	100.0	100.0	

From the table above, the result of this statements are there were 29 students (47.5 %) that answered strongly agree, and then there were 26 students (42.6 %) that answered agree, and there were 6 students (9.8 %) that answered neutral. The most of students answered strongly agree. It means most of them are available to have discussion with the team to finish the writing task. Regarding to the table, there is no

students that answered disagree and strongly disagree. Researcher also made it into a histogram below :
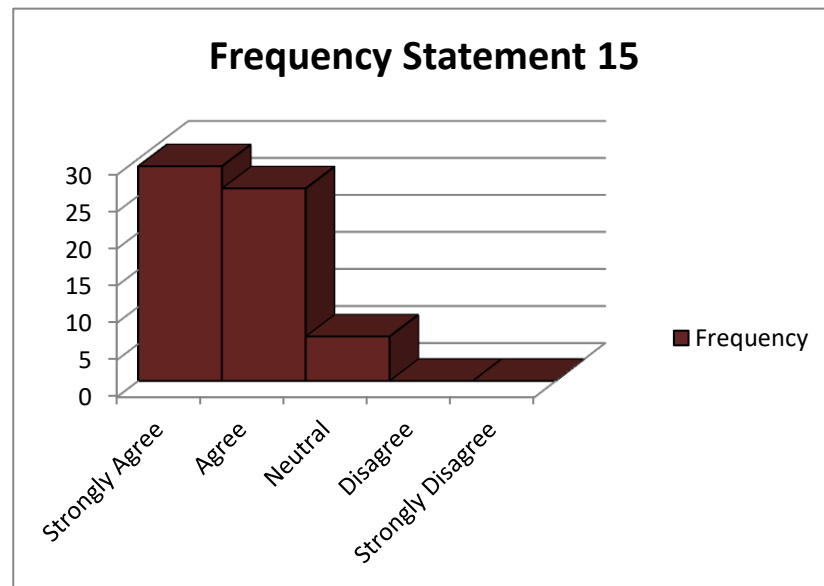
(Histogram 15. Students available to have discussion with the team to

finish their writing task)

After made some histogram, the researcher also processes the data to obtain the highest and lowest score and determines the mean, median and modus of the data so that from the data the level of score can be determined from the student's perception. It shown on the table below :

Table IV.16. The Data Result

1	The highest score	68
2	The lowest score	56
3	Mean score	61.39
4	Median	62
5	Modus	62
6	Standard Deviation	2.88

Based on the table, it known that the highest score is 68, the lowest score is 56, mean score is 61.39, median is 62, modus is 62 and standard deviation is 2.88. Researcher made standard deviation into three categories, they are low, enough, and high. Researcher made it into the table below :

Table IV.17 Categories of Standard Deviation

Categories	Standard Deviation	Frequency	Percentage
Low	$53 < X \leq 59$	9	15%
Enough	$59 < X \leq 64$	32	52%
High	$64 < X \leq 70$	20	33%

After calculating the level score, the researcher also carried out a frequency distribution into intervals and percentages so that the values could be seen more clearly. It shown on the table below :

Table IV.18 Frequency Distribution

Interval	Mid Point	Frequency	Percentage
56-57	56.5	5	8%
58-59	58.5	15	25 %
60-61	60.5	7	11 %
62-63	62.5	20	33 %
64-65	64.5	9	15 %
66-67	66.5	4	7 %
68-69	68.5	1	2 %
Total =		**61**	**100%**

Based on the table, it known that the highest percentage is 33%, it means the highest frequency is 20 on interval 62-63. So it can be concluded that the frequency distribution data is the same as the result data, where the median and modus of the data are 62 and according to the frequency

distribution table, 62 is the highest interval with a frequency of 20 students. Researcher also made the frequency into a histogram below :

Frequency
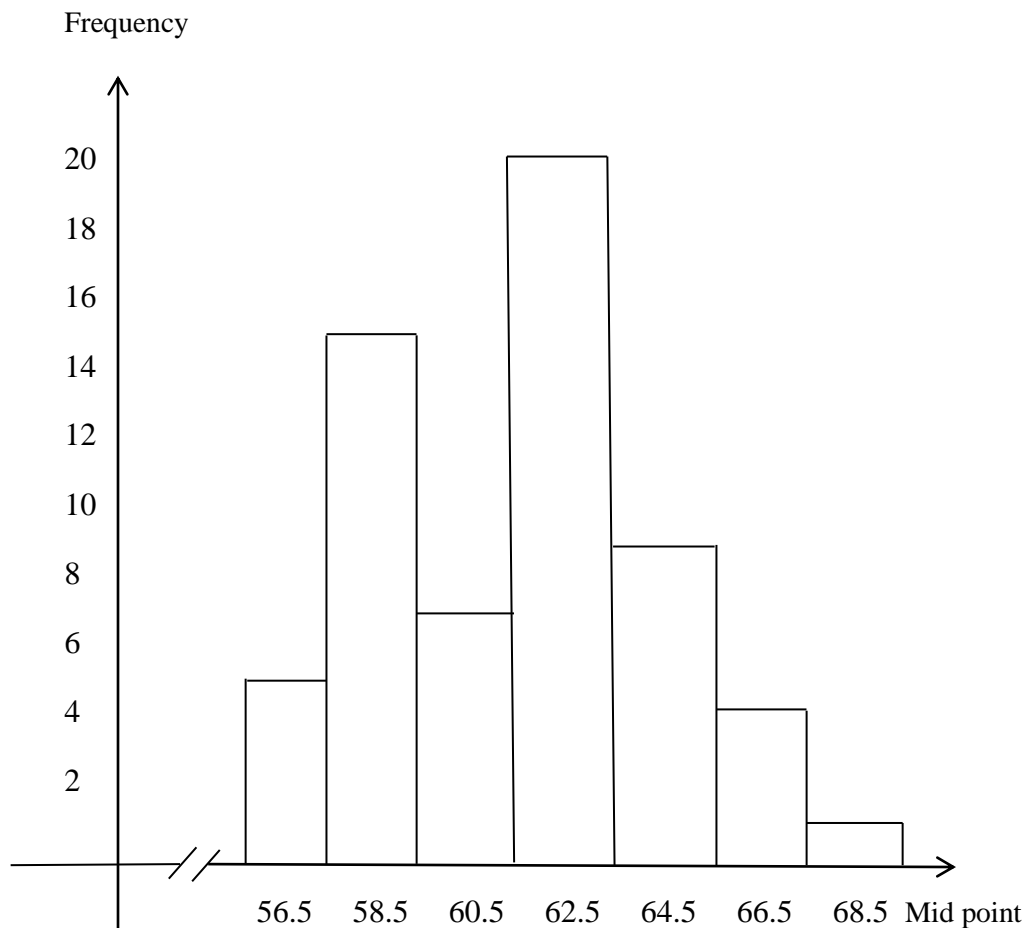
B. Discussion

Based on the research findings, about the students' perception on the use of cooperative learning in writing activity at the second grade of SMP Muhammadiyah 31 Panyabungan is a suitable method to do in writing activity. Based on the result, it was shawn that samples' answered on each statement of questionnaire had positive perception. Some positive perception such as they thought learning writing by using cooperative learning is important. Students perceived that using cooperative learning method is

increase their writing, they also perceived that learning by using cooperative learning help them to learn writing deeply. Not only positive perception, a few of them also answered with disagree answers to several statements such as some of them do not agree with the statement "the method develop my critical thinking". A few of them also disagree on statement "the writing task are easy to solve". This means that some of them still feel that the writing assignment given is still difficult to complete.

In this study, there are also similarities with the research by Wulandari who has research with the title Students' Perception on the Use of Cooperative Learning in Writing Activity at State Islamic Senior High Scool 1 Kuantan Singingi.[1] The researcher concluded that the students' perception on the use of cooperative learning in writing activity was at very positive category with the total students were 95 students and the percentage was 79.8%. Cooperative learning gave a good impact for the students. It means that cooperative learning is one of the effective approaches to be applied for the learning process especially in teaching writing. Based on the result above, it is clear that the research question of this research has been answered.

The next similiar research to this this study is the research held by Herwiana and Laili that has purpose to explore how students perceive about collaborative writing and peer review feedback in efl classroom.[2] The result

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[1] Desta Wulandari, "Students' Perception on the Use of Cooperative Learning in Writing Activity at State Islamic Senior High School 1 Kuantan Singingi" 3, no. 2 (2021): 100, https://repository.uin-suska.ac.id/50823/2/Tesis Desta Wulandari.pdf.
[2] Sakhi Herwiana and Elisa Nurul Laili, "Students' Perception of Collaborative Writing and Peer Review Feedback in Efl Classroom," 2020, 72–77,

of this study is the students' perception of collaborative writing and peer review feedback give good positive responses and impact. Students can write easier in collaboration than writing individually. They can help each other in writing if they found difficulties. They can improve their vocabulary and grammar. The students who cannot write well are helped by the students who have good comprehension in English.

So, from the similar research above, the researcher has a similarity to explore how is students' perception on using cooperative learning in writing.

C. Treats of the Research

Treats of this research was most of the students still don't understand what the cooperative learning method is. Therefore, before filling out the questionnaire, the researcher explained what cooperative learning and round table technique was to students by providing a simple meaning so that it was easy for students to understand. Here the researcher explains to students that the cooperative learning method is a learning method that is carried out in groups or done together with other students in our group.

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http://eprints.unhasy.ac.id/196/21/3.a.Students' Perception Of Collaborative Writing And Peer Review Feedback In Efl Classroom.pdf.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In accordance with the formulation of the problem on this research which wants to explore how students' perception on the use of cooperative learning in writing activity at the second grade of SMP Muhammadiyah 31 Panyabungan and researchers found the result of this research is students had positive perception about cooperative learning in writing activity because the mean score of them is 61.39 and based on level score from Arikunto the score 60-79.99 is on positive categories. Thus, the hypothesis in this research is the same as the result of the research that was found by the researcher.

B. Implication

Implication is a consequence or direct result of findings a scientific study. The result of this study are about students' perception on the use of cooperative learning in writing activity at the second grade of SMP Muhammadiyah 31 Panyabungan. Based on the result of this study, students had positive response.

The result of this study are expected to has a benefit for :

1. Teacher

    This research is provided for teachers to see how students perceive the cooperative learning method used in writing activities. The results of the perceptions given by students can be an assessment for teachers whether this method is good to use or not.

2. Reader

This research will be useful for readers as a reference to find out students' perceptions regarding cooperative learning carried out in writing activities, besides that readers can also use it as material to complete or explore related research again.

C. **Suggestion**

Based on the result above, the researcher would like to give some suggestion as followed:

1. For teacher, the researcher suggest to researcher to give more explanation and tips so the students not feel struggling in finishing the writing task. It is because while teacher gives the time for discussion, there are some students that were silent.

2. For students, It is very important to learn by cooperative learning because this method will give you several benefits such as increasing self confidence in giving opinions when discussing to complete writing task given by the teacher.

3. To the future researcher, researcher hope the future researcher will conduct the research deeper with this topic.

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APPENDIXES

Appendix 1

Lembar Angket

Isilah Data Diri Dibawah Ini !

Nama :

Kelas :

Indikator	NO	Pernyataan	SS	S	N	TS	STS
Penyerapan rangsangan atau benda dari luar secara sendiri-sendiri atau bersama-sama	1	Menurut saya pembelajaran menulis dengan menggunakan metode kerja kelompok sangatlah penting					
	2	Saya pikir menggunakan metode belajar kerja kolompok meningkatkan kemampuan saya dalam menulis					
	3	Menurut saya metode kerja kelompok membantu saya mempelajari lebih dalam tentang menulis					
	4	Saya merasa metode kerja kelompok cocok jika saya gunakan dalam kegiatan menulis					
	5	Metode kerja kelompok yang digunakan di kelas dapat memotivasi siswa untuk belajar tentang menulis					
Memahami objek yang ada di otak	6	Saya mudah mengerti materi yang diberikan jika menggunakan pembelajaran dengan metode kerja kelompok					
	7	Saya mendapatkan pemahaman yang mendalam dalam menulis dengan					

	8	Tugas menulis dinilai untuk meningkatkan dan membuat pemahaman saya menjadi lebih baik					
	9	Siswa memahami tentang tugas menulis saat menggunakan metode kerja kelompok					
	10	Metode pembelajaran kerja kelompok membuat saya lebih mudah untuk memberikan pendapat					
Penilaian atau evaluasi individu terhadap objek	11	Tugas menulis mudah diselesaikan dengan metode kerja kelompok					
	12	Tugas yang sedikit membuat siswa merasa mudah untuk mengerjakannya secara berkelompok					
	13	Tidak ada kesalahpahaman yang terjadi selama mengerjakan tugas dengan pembelajaran secara kelompok					
	14	Menurut saya pembelajaran menulis dengan metode metode kerja kelompok sudah bagus					
	15	Siswa bersedia berdiskusi dengan teman sekelompok untuk menyelesaikan tugas menulis					

Note: The first row at the top of the page reads "menggunakan metode kerja kelompok" which is the continuation of item 7 from the previous page.

Appendix 2

Validity Instrument by Using SPSS 20 Version

Appendix 3

Lembar Angket

Isilah Data Diri Dibawah Ini !

Nama :
Kelas :

Indikator	NO	Pernyataan	SS	S	N	TS	STS
Penyerapan rangsangan atau benda dari luar secara sendiri-sendiri atau bersama-sama	1	Menurut saya pembelajaran menulis dengan menggunakan metode kerja kelompok sangatlah penting					
	2	Saya pikir menggunakan metode belajar kerja kolompok meningkatkan kemampuan saya dalam menulis					
	3	Menurut saya metode kerja kelompok membantu saya mempelajari lebih dalam tentang menulis					
	4	Saya merasa metode kerja kelompok cocok jika saya gunakan dalam kegiatan menulis					
	5	Metode kerja kelompok yang digunakan di kelas dapat memotivasi siswa untuk belajar tentang menulis					
Memahami objek yang ada di otak	6	Saya mudah mengerti materi yang diberikan jika menggunakan pembelajaran dengan metode kerja kelompok					
	7	Saya mendapatkan pemahaman yang mendalam dalam menulis dengan menggunakan metode kerja kelompok					
	8	Tugas menulis dinilai untuk meningkatkan dan					

	9	membuat pemahaman saya menjadi lebih baik					
		Siswa memahami tentang tugas menulis saat menggunakan metode kerja kelompok					
	10	Metode pembelajaran kerja kelompok membuat saya lebih mudah untuk memberikan pendapat					
Penilaian atau evaluasi individu terhadap objek	11	Tugas menulis mudah diselesaikan dengan metode kerja kelompok					
	12	Tugas yang sedikit membuat siswa merasa mudah untuk mengerjakannya secara berkelompok					
	13	Tidak ada kesalahpahaman yang terjadi selama mengerjakan tugas dengan pembelajaran secara kelompok					
	14	Menurut saya pembelajaran menulis dengan metode metode kerja kelompok sudah bagus					
	15	Siswa bersedia berdiskusi dengan teman sekelompok untuk menyelesaikan tugas menulis					

Appendix 4

Score of the Questionnaire

No	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	Total
1	5	5	4	4	5	4	5	5	4	4	2	3	5	3	4	62
2	5	5	5	4	4	5	4	4	5	5	3	3	5	2	5	64
3	5	4	4	4	5	4	5	5	4	5	3	4	5	2	4	63
4	5	4	5	4	5	5	4	4	4	4	3	3	5	2	5	62
5	4	4	5	5	5	4	4	4	4	5	4	4	5	2	4	63
6	5	5	4	5	4	4	5	4	5	4	3	3	5	2	5	63
7	5	5	5	4	4	4	4	4	4	4	2	2	4	3	4	58
8	5	5	5	5	4	4	4	4	4	4	2	2	4	2	4	58
9	5	5	5	4	4	4	4	4	4	4	2	2	4	2	4	57
10	5	5	5	5	4	4	4	4	4	3	2	2	4	2	4	57
11	5	5	5	4	4	4	4	4	4	4	2	2	4	4	4	59
12	5	5	5	4	4	4	4	3	4	3	2	2	4	2	4	55
13	5	5	4	5	4	5	5	5	4	5	3	3	5	2	5	65
14	5	5	4	5	5	4	4	5	4	5	3	3	4	2	5	63
15	3	3	3	3	4	4	4	3	4	3	3	3	4	3	3	50
16	5	4	5	5	4	3	5	5	4	5	3	4	5	2	5	64
17	5	5	4	5	3	4	5	5	5	4	3	3	5	2	4	62
18	4	5	4	5	3	4	5	5	4	5	3	4	5	2	5	63
19	5	5	5	4	3	4	5	5	4	5	3	4	5	2	5	64

20	4	5	5	4	3	4	5	5	5	4	3	3	5	2	5	62
21	5	4	4	5	4	5	5	5	4	5	4	4	5	2	4	65
22	5	4	5	4	4	4	5	5	4	4	3	3	5	2	4	61
23	4	5	5	5	4	4	4	5	4	4	3	3	5	2	5	62
24	5	4	5	4	5	4	5	5	4	4	3	3	5	2	4	62
25	5	4	5	2	3	5	4	5	4	4	2	3	5	3	5	59
26	4	5	3	5	4	3	5	5	5	2	3	2	4	3	5	58
27	4	4	5	3	5	4	5	4	5	3	2	3	5	3	5	60
28	5	4	4	5	5	3	3	5	5	4	3	3	5	2	5	61
29	3	4	5	5	4	5	3	5	4	4	2	3	4	3	4	58
30	5	4	5	5	5	4	4	5	4	5	4	4	5	2	5	66
31	5	4	5	4	4	4	4	4	3	4	3	3	4	2	5	58
32	5	5	4	4	5	4	5	5	4	4	3	3	5	2	4	62
33	5	5	4	4	3	4	5	5	4	5	3	3	5	2	5	62
34	5	4	4	5	4	5	5	5	4	5	3	2	5	3	4	63
35	5	4	5	4	3	3	4	4	4	3	3	2	4	3	5	56
36	4	5	5	4	5	4	4	5	4	4	3	3	5	2	5	62
37	5	4	5	4	5	4	5	5	5	4	4	4	5	3	4	66
38	5	4	5	4	4	4	5	4	4	5	4	4	4	2	4	62
39	5	5	4	4	5	5	4	5	5	4	4	5	5	3	5	68
40	5	5	5	5	5	4	5	4	4	4	5	5	5	2	4	67
41	5	5	5	5	4	4	4	4	4	4	3	4	5	4	5	65
42	5	5	5	4	4	3	3	4	4	4	3	3	4	4	4	59
43	5	5	5	4	4	4	4	4	3	4	3	3	4	4	3	59

44	5	5	5	5	5	5	4	5	4	4	3	3	4	3	4	64
45	5	5	5	5	4	4	4	4	4	5	2	3	4	2	3	59
46	5	5	5	5	5	5	5	4	4	4	3	4	4	3	5	66
47	4	4	4	4	4	4	5	5	4	5	3	4	5	2	4	61
48	5	4	5	4	3	5	3	5	5	4	3	3	5	2	5	61
49	5	5	5	5	5	5	4	4	4	3	3	2	4	4	3	61
50	5	5	5	5	4	4	4	4	4	4	3	3	4	4	4	62
51	5	5	4	4	5	4	4	4	4	4	2	2	4	4	3	58
52	5	5	5	4	4	5	4	4	4	3	3	2	4	3	3	58
53	4	4	5	4	4	5	4	4	4	4	4	4	5	3	4	62
54	4	4	5	5	5	5	5	3	3	3	4	5	5	3	3	62
55	5	4	5	4	5	4	4	3	3	3	4	4	4	3	4	59
56	5	4	5	4	5	4	5	5	3	3	3	3	4	2	4	59
57	5	5	5	5	5	5	5	4	4	4	4	3	3	2	5	64
58	4	4	4	5	5	4	5	4	5	4	3	3	4	4	5	63
59	4	4	4	4	4	4	4	4	4	5	3	3	3	2	5	57
60	5	5	4	4	5	4	5	4	4	5	3	3	3	2	5	61
61	4	4	4	4	5	4	5	5	4	4	3	3	4	1	5	59

Appendixes 5

Mean score and Interval

				Inteval a	Interval b	Mid Point	Frequency	Percentage
				56	57	56.5	5	8%
N	61			58	59	58.5	15	25%
Xmax	68			60	61	60.5	7	11%
Xmin	56			62	63	62.5	20	33%
Range	12			64	65	64.5	9	15%
Jumlah Kelas (1+3,3 log n)	6.87	7		66	67	66.5	4	7%
Panjang Kelas (range/Jlh.Kls)	1.74	2		68	69	68.5	1	2%
Mean	61.39					**Total**	**61**	**100%**
Median	62							
Modus	62							

			Score	Percentage			
			5	41%			
			4	38%			
			3	14%			
			2	7%			
			1	0%			
			Total	100%			

Appendix 6
Documentation of the Research
1. Explain how to fill out the questionnaire

2. Distribute questionnaires to students

3. Students fill out a questionnaire

4. Collect questionnaire results from students

CURRICULUM VITAE

A. Identity

Name   : Lutfiah Sa'adah Rangkuti

Reg. Number   : 19 203 00014

Place / Date of Birth : Gunungtua Tonga, 02 April 2001

Gender   : Female

Religion   : Islam

Address   : Jl. Mesjid Raya Asy-Syuhada Gunungtua Tonga, Kec. Panyabungan, Kab. Mandailing Natal

Phone Number   : 081367717870

Email   : lutfirangkuti6@gmail.com

B. Parents

Father's Name   : Rasid Rangkuti, S.ST

Job   : Civil Servant

Mother's Name   : Nurul Mawaddah Nst

Job   : Housewife

C. Educational Background

1. SDS 118 Muhammadiyah Gunungtua   2007-2013
2. SMPS Muhammadiyah 31 Panyabungan   2013-2016
3. MA Negeri 1 Mandailing Natal   2016-2019
4. UIN Syekh Ali Hasan Ahmad   2019-2024
   Addary Padangsidimpuan

omor : B-325 /Un.28/E.1/PP.00.9/10/2022   21 Oktober 2022

amp : -

erihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

n:
Rayendriani Fahmei Lubis, M. Ag.   (Pembimbing I)
Sokhira Linda Vinde Rambe, M.Pd.   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen hwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi hasiswa di bawah ini sebagai berikut:

Nama   : Lutfiah Sa'adah Rangkuti
NIM   : 19 203 00014
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Students' Perception on the Use of Round Table Technique in Writing Activities at the Eight Grade of SMP Muhammadiyah 31 Panyabungan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam geri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris hasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang aksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu sen diucapkan terima kasih.

Mengetahui
Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

Ketua Program Studi
Tadris Bahasa Inggris

Dr. Lis Yuliani Syafnida Siregar, S.Psi.,M.A
NIP. 19801224 200901 2 001

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Nomor   : B - 4421   /Un.28/E/TL.00.9/08/2023   29 Agustus 2023
Lampiran   : -
Hal   : **Izin Penelitian**
             Penyelesaian Skripsi.

Yth. Kepala SMP Muhammadiyah 31 Panyabungan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Lutfiah Sa'adah Rangkuti

NIM   : 1920300014

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat   : Panyabungan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Students' Perception on the Use of Cooperative Learning in Writing Activity at The Second Grade of SMP Muhammadiyah 31 Panyabungan"**.

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

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Plh.Dekan,

Dr. Abdussima Nasution, M.A
NIP.19740921200051 1 001

بسم الله الرحمن الرحيم

Panyabungan, 26 Shafar 1445 H
11 September 2023 M

Nomor : 177 / IV.4/AU/ F/2023

Lamp : -

Hal : Izin Mengadakan Penelitian

Kepada Yth.

Bapak/Ibu Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama ini Kepala Sekolah SMP Muhammadiyah 31 Panyabungan memberikan izin kepada:

|	
Nama	: **Lutfiah Sa'adah Rangkuti**
NPM	: 1920300014
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Tahun Akademik	: 2023-2024
Instansi	: UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Untuk mengadakan Penelitian di SMP Muhammadiyah 31 Panyabungan guna untuk penulisan judul skripsi **"Student's Perception on the Use of Coorporative Learning in Writing Activity at The Second Grade Of SMP Muhammadiyah 31 Panyabungan."**

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dapat dipergunakan.

Wassalamu'alaikum wr wb

Kepala Sekolah SMP S Muhammadiyah 31

Panyabungan
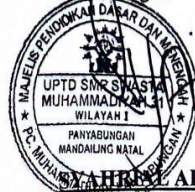
SYAHRIAL ALAMSYAH, S.Pd

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