

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains six subchapters. They are background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study and definition of term. The detail explanation follows.

### **1.1. Background of the Study**

Language is known as a tool or means of communication. By using language people can share ideas, opinions, information, feelings and knowledge one to another. In Indonesia, English is treated as a foreign language and learned in Indonesian schools started from elementary school up to universities. The educational ministry of Indonesia placed English as particular lesson in curriculum then school system demands it. This is reasoned that English is an international language in most of social lives such as: commercial life, administrative life, business, agriculture, offices etc. Besides, English is important for the future in advanced world.

In order to be able to use a language, people need to learn all components of language skills and sub-skills. The language skills are listening, speaking, reading and writing; while the sub-skills are grammar, pronunciation and vocabulary.

As one of the four skills, writing has traditionally occupied a place in most English syllabus. In the classroom, writing may be used as one of the ways to help students interested in learning English. We know that there are two ways of

transmitting a message or idea in communication. We can interchangeably use the medium of speaking and writing or in the form of oral and written communication. In communicating through the medium of writing, a writer is required to be able to translate his/her thoughts into language since the writer writes for the readers, he/she must encode the sentences into a coherent whole which is as explicit as possible and complete in itself. By this, he/she is able to communicate successfully through the medium of writing.

Palmer says that writing helps students to learn many things. First, writing reinforces the use of grammatical structure, idioms and vocabulary that have been studied by the students. Second, when the students write, they may necessarily become very involved with the new language; the efforts to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. Third, when the students write, they also have chance to be adventurous with the language, to go beyond what they have just learned to say and to take risk.

For students in Junior High School, writing is one of the important subjects that can be found in learning English. Some assignments in English classes demand them to write even for one sentence. But as the writer found, there are still many students who fail in writing. The main problem faced by them is less knowledge in vocabulary, lack teacher's help, in this case suitable method is important for the teacher to make students interested in learning English. Sometimes we can find the students who cannot study or do an assignment alone. He/she needs somebody like teacher or his/her friend not just to successfully do that assignment but also give some motivations.

To overcome these problems, an appropriate strategy is needed during teaching and learning process. Strategies are the mental and communicative procedures that learners use in order to learn and use language. However, in the most classrooms learners are unaware of the strategies underlying the learning task in which they are engaged. Knowledge of strategies is important because the greater awareness you have of what you are doing if you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective.

Oxford R. (in Nashiroh 2012:15), one of the leading teachers and researchers in the language learning strategies field, argues that strategies are important for two reasons. In the first place, strategies are tools or active, self-directed involvement which is essential for developing communicative competence. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively (Nunan 1999:172). Students need high motivation and pleasure in which both of them are able to support the students to get success in their study. It is to give new atmosphere of class interaction. In other words, by implementing suitable method, it will avoid students to be bored and can stimulate them in teaching and learning writing process.

From the statement above, the writer will use Cooperative learning method in teaching and learning writing. In the Cooperative learning approach, students will try to work in team and admitted varieties of opinion with other people. The purpose of implementing Cooperative Learning Method is to generate opportunities for the students to become more active in learning. In this case, the

students will be engaged in pairs, group discussion and whole class discussion activities, therefore the students will have much deeper understanding about paragraph writing.

Harmer (in Ambur 2010:2) writes that the group discussion and whole class discussion is an extremely attractive technique in a number of reasons: the students talking time is increased, it gives the students more opportunities to really use the language to communicate with each other, students will experience both teaching and learning in the group, thereby exhibiting a degree of self-reliance that simply is not possible when the teacher is acting as the controller.

Based on the idea and the fact above, the writer tries to make research under the title: THE EFFECTIVENESS OF USING COOPERATIVE LEARNING METHOD IN INCREASING ABILITY IN WRITING DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENTS OF SMPK PUTRI ST. XAVERIUS KEFAMENANU IN THE SCHOOL YEAR 2014/2015

## **1.2. Statement of the Problem**

Based on the background of the study above, the problem of the research can be formulated as follows:

1. Is cooperative learning method effective enough in increasing ability in writing descriptive text at the eighth grade students of SMPK PUTRI ST. XAVERIUS Kefamenanu in the school year of 2014/2015?
2. To which degree is the effectiveness of cooperative learning method in increasing ability in writing descriptive text at the eighth grade students of SMPK PUTRI ST. XAVERIUS Kefamenanu in the school year 2014/2015?

### **1.3. Objective of the Study**

The objectives of the study obviously should be related to the statement of the problem above. The objectives of the study are presented in the following:

1. To find out whether Cooperative learning method is effective in increasing ability in writing descriptive text or not of the eighth grade of SMPK PUTRI ST. XAVERIUS Kefamenanu in the school year 2014/2015.
2. To know the result of teaching writing through cooperative learning method to increase ability in writing descriptive text at the eighth grade of SMPK PUTRI ST. XAVERIUS Kefamenanu in the school year 2014/2015.

### **1.4. Significance of the Study**

Significance of the study is actually the usefulness or benefit of a study for human beings. The researcher chooses this study because she hopes that her study also gives some advantages or benefits to the English teacher, the writer, the students and the readers.

1. For the English teacher
  - a. To inform the English teacher about the effect of cooperative learning in increasing student's ability in writing descriptive text.
  - b. The writer hopes that this research can be a reference to the teachers as one of alternative ways in teaching writing.
2. This writing will provide the writer many experiences, and particularly in accomplishing research

3. For the students

- a. This research is expected to help the students reducing their problem in learning writing in order to improve their writing skills.
- b. The writer also hopes that by doing cooperative learning method in teaching writing, this research can be used to motivate the students become active students.

4. For the readers

The writer hopes that the result of this study can be reference for the next researcher or just as knowledge.

### **1.5. Scope and Limitation of the Study**

This study is about using cooperative learning method in increasing students ability in writing descriptive text. There are some types of cooperative learning method. They are three-step interview, roundtable, rallyrobin, paraphrase passport and timed pair square. This study is focused on the effect of rallyrobin type to the students' ability in writing descriptive text. The writing components analyzed are grammar, vocabulary and form.

### **1.6. Definition of Terms**

To avoid some confusing understanding about this topic, the writer will explain the definition of some main terms. They are the effectiveness, cooperative learning, method, descriptive text, and SMPK PUTRI St. Xaverius Kefamenanu.

### 1. The Effectiveness

Effectiveness means the degree to which objectives are achieved and the extent to which targeted problems are solved. (<http://www.oxforddictionaries.com/definition/english/effectiveness>). In this study, the degree achieved was on the ability level of the students in writing descriptive text after implementing cooperative learning method.

### 2. Cooperative Learning

Cooperative learning is a method of instruction whereby students work cooperatively to perform a task or solve a problem presented by the teacher (Johnson & Johnson 1986). Perform in this case means the written form especially the form of descriptive text written by the students cooperatively.

### 3. Method

Method is a particular procedure for accomplishing or approaching something. In this study, method used is to help students' understanding and then be able to write a descriptive text. ([http://en.wikipedia.org/wiki/Teaching\\_method](http://en.wikipedia.org/wiki/Teaching_method))

### 4. Descriptive Text

Descriptive text is a text which describes person, place, mood, situation etc in words. In this study, the writer asked the students to describe about pets.

### 5. SMPK PUTRI ST. XAVERIUS KEFAMENANU

SMPK PUTRI ST. XAVERIUS KEAMENANU is one of the private Junior High School that exists in Kefamenanu. The school is located in Jln. Pattimura Kefamenanu.