

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Communication process consists of four aspects which are related to each other, they are listening, speaking, reading, and writing. Writing is the most complex skill compared with the other. However, it is one of the aspects that make the students productive and creative (Keraf, 2001:136). Senior High School curriculum regulates that language learning process is carried out by providing students with reading and writing skills which are suitable for the levels of education. Language subject should be conducted in a continuum that derives from spoken texts into written texts in which language learning is aimed for developing the nation's literacy level.

In the first year of Senior High School, the basic competency that should be achieved in the writing English subject is the students have the ability to develop and produce written simple functional text in narrative, descriptive, recount, procedures, explanation, exposition, and news items.

In addition, they are expected to produce coherence and cohesive texts which are communicative and arrange structurally in an appropriate language. This statement indicates the importance of writing skill in order to develop communicative competence.

Practically, many teachers and students always find difficulties in improving writing skill. Alwasilah (2001) states in his book *Language, Culture, and*

Education: A Portrait of Contemporary Indonesia that teacher tends to ignore teaching writing as a complex skill that is difficult to acquire and to be taught by teachers. Alwasilah (2001) states that students face a problem finding ideas to write do not know what to do if they want to start writing. Many students feel frustrated when they could not find the appropriate word (Cimcoz, 1987 in Sulistyawati, 2002:12).

The methods that are usually used to teach writing in the class are guided writing and individual writing. In guided writing method the students' activity is to write out grammar exercise. Whereas in individual writing the students' activity is to write paragraph individually, they work alone in their own task. Those methods do not increase the students' writing ability, the problems are the students still feel strange and face some difficulties with English lesson especially in developing paragraph.

Due to the reason above, it is important to find out the solution to solve our writing learning problems and to develop our students' motivation in writing their ideas. Teachers should find the appropriate method to be applied in classroom that makes students be able to produce writing.

Many efforts have been done in teaching learning writing for the students, one of them is using cooperative learning. In this research, the writer uses cooperative learning method to make learning writing easier because it makes the students help each other.

Slavin (1995:20) states that cooperative learning "is a variety of teaching methods in which students work in small groups to help each other learn academic

content”. He further elaborated that in cooperative learning, students are expected to help each other, discuss, and argue with one another, assess each other’s current knowledge and fill in gaps in each others’ understanding”.

The explanation above shows that the cooperative learning involves small group so that individuals work together to maximize their own and each others’ achievement. Considering the background above, this researcher is concern in a research entitled **“The Use of Cooperative Learning Method in Improving Students’ Writing Ability”** (A Classroom Action Research at One of Senior High School in Cianjur).

## **1.2 Statements of the Problems**

The research is specifically incorporated into methodological teaching investigation, because this research deals with particular phenomena of teaching English. For this inquiry, the writer formulates the problems in the following questions:

1. To what extent the use of cooperative learning model improve the student’s ability in writing analytical exposition text?
2. What are the students’ responses toward the cooperative learning model in teaching writing, especially analytical exposition text?

## **1.3 Objectives of the Research**

Considering the background and the formulation of the problems, the research is aimed at:

1. Finding out to what extent the use of cooperative learning model improve student's ability in writing analytical exposition.
2. Finding out the students' responses toward the cooperative learning model in teaching writing, especially analytical exposition text.

#### **1.4 Limitations of the Research**

The research is limited as a follows:

1. There are many kinds of text; descriptive, narrative, exposition, and argumentation. This research will focus on language features of analytical exposition.
2. The research used cooperative learning as a method to improve students' ability in writing.
3. The research refers to improving student's ability in writing analytical text which focuses on content, organization, vocabulary, language use, and mechanics. The indicator in improvement of students' writing ability uses Minimum Mastering Criteria (MMC) or *Ketuntasan Ketuntasan Minimal*), the student who achieve MMC is considered to be successful.
4. The researcher acts as teacher, so that there is a partner who helps the teacher to assess students' writing test. It is expected to keep the objectivity of assessment scores.

## 1.5 Significance of the Research

It is important to formulate what becomes the benefit of this research and how far it would contribute to the development of science (Arikunto, 1997). This research is conducted in order that it gives theoretical and practical benefits.

The benefit of the researcher finding for theoretical is it can be used to enrich the theory and the method in the teaching writing analytical exposition using cooperative learning. In the other hand, practical benefit of the research finding is it can be used by the students, the teacher, school and the writer herself and will be useful to the readers who are interested in analyzing teaching learning writing.

First, for the student, the research finding can improve the mastery of writing subject and the student will be able to write better, especially in arranging the English exposition by using cooperative learning method.

Second, the teacher who uses cooperative learning method knows the level of students' mastery in writing ability. Beside that, the result can become an input to determine the step and strategy for teaching learning. So, we can reach the maximal teaching as a feed-back to improve in the process of English teaching learning especially in writing, and it can be as important information in using cooperative learning method to improve the quality of teaching writing.

Third, the result can be the data to improve the school, especially in using many methods of school's instruments as a policy of school. The last, the research can give information about the student's ability in writing through cooperative learning method for herself.

## 1.6 Clarification of Related Terms

In order to avoid unnecessary misunderstanding, some terms used in this research are clarified follows:

1. Cooperative Learning refers to teaching method that is used for improving ability in writing, especially analytical exposition text.
2. Writing Ability refers to the language activity that produces a form of note product often the result of thinking, drafting, and revising procedures that require specialized skill, skills that not every speaker develops naturally; in this research is analytical writing.
3. Improvement refers to the scores of the student in writing analytical exposition text using cooperative learning method. The indicator in improvement of students' writing ability uses Minimum Mastering Criteria (MMC) or *Ketuntasan Ketuntasan Minimal*), the student who achieve MMC is considered to be successful.

## 1.7 Organization of the Paper

This present research followings a standardized pattern in its paper organization. Chapter I is introduction which is provides the background of the research and focuses on the other aspect related to the realization of the research, including statement of problems, objectives of the research, limitation of the research, significance of the research, population and sample, method of the research, organizations of the paper and clarification of related terms. Chapter 2 is theoretical foundation which include a clearly description about the theoretical

framework and previous studies that are relevant to the present research in order to give a direction to what extent the present research is conducted.

In chapter 3 which is consisting of method of the research; the researcher explains the methodology in conducting the research. It includes procedures of the research and the data analysis. Next, chapter 4 is about data analysis and discussion of the research. In this chapter, the researcher presents the details of the data and the further discussion as the result of the research. The last chapter is conclusions and suggestions that puts-forward the researcher's opinion in the form of conclusion and suggestion for further researchers.

