

# CHAPTER I

## INTRODUCTION

This section presents introduction of this study which include Background of the Study which covers the idea to conduct this study, Research Questions as guidance of this study, Purpose of the study which are related to the research questions, Scope of the Study which content of the aims for this study, Significance of the Study which may contribute to provide significant information

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

Writing is one of the four language skills particular emphasis in second language learning. The mastery of writing skills is crucial since students' evaluation is conducted to gauge students' acquisition of their writing skills based on their writing performances. Although, from the four fundamental language skills in the language learning process, English writing frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners" (Hamp-Lyons and Heasley, 2006: 2), but for a number of EFL learners, English writing appears to be challenging, (cited from [www.ccsenet.org/elt](http://www.ccsenet.org/elt)).

Moreover, when EFL learners are success in producing English a written text, it brings them benefits not solely in their English learning but also in their life-long careers as (Glazier 1994: 3 cited from [www.ccsenet.org/elt](http://www.ccsenet.org/elt)). Then, in

the end of learning, hopefully the students are able to master a set of competence in own self (attitude, knowledge, capability, personality, principles, values, interest and conviction, and skill) passing process of active learning, creative, pleasant and effective that can be used in their future.

In relation to the requirement of the students' skill development, to ensure that the students excel in writing, an English lecturer should make choices about methods, materials, and procedures to be applied in the writing class and elaborate them in the classroom (Hyland, 2003:xv-2). Therefore, one of the methods recommended in teaching writing is the interaction in a group through cooperative learning (Kagan, 2002). Since interaction in a group as a main feature of cooperative learning that can be one of the effective ways to generate ideas and meet their personal goals by working in a small group where students can share ideas of information with group members (Brown, 2001:349). Moreover, to generate ideas and meet their personal goals, one student should help their friends from the same group members to succeed and more importantly to encourage their group members to exert maximum efforts through cooperative learning.

Many studies have been done to investigate the effectiveness of cooperative learning in language teaching in order to increase students' academic achievement (Salvin, 1995; Kagan, 1994, Stenlev 2003 and Seng, 2005, Maspeke 2009). Therefore, in accordance with the effort in developing students' writing, it

inspires the researcher to conduct the research on investigating the effectiveness of cooperative learning in students' argumentative essays.

## **1.2 Research Questions**

Related to the problem above, the researcher is interested in raising the following questions:

1. What are the chances of implementing cooperative learning principles in a writing class?
2. How does the teacher cope with the problems, if any, when implementing the principles?
3. What are the effects of cooperative learning method on students' performance in writing argumentative essays?
4. What are the students' responses to the implementation of cooperative learning method in a writing class?

## **1.3 Purpose of the study**

The purpose of this study is to find out the teacher's implementation of cooperative learning's principles in writing class, the effectiveness of cooperative learning method on students' argumentative essay and to describe students' responses of cooperative learning in the writing class.

#### **1.4 Scope of the Study**

This research aims to investigate the effectiveness of cooperative learning as has been developed by Slavin (1995) i.e Student Teams Achievement Division (STAD) since STAD as one of the parts of cooperative learning that allow students to work together in groups, aids each other in completing academic tasks, and provide each other with feedback in order to improve their subsequent performances, one of them is in form of writing performance. Dealing with writing, the research will be focused on argumentative writing since it is one of the genres that must be learned by fourth grade students of English Education Program of Sultan Ageng Tirtayasa University in academic year 2010/2011.

#### **1.5 Significance of the Study**

The significance of this study can be explained to the following aspects. First, the aspect of theoretical basis for writing text in English, it emphasizes the effectiveness of Cooperative Learning to develop students' argumentative essays. The finding of this study hopefully as a feedback for improving the practices of writing especially to beginners in understanding and applying cooperative learning to develop students' argumentative essays. Moreover, since the study will investigate the effectiveness of cooperative learning to develop students' argumentative essays, it is very likely that the findings will serve as a reference

for future development for pedagogical practice in writing class of setting of this study.

Second, the aspects of teaching writing in the class room context. It suggests that teaching writing should put some emphasis on the employment of cooperative learning on written text especially argumentative essays. In this case, this study explained how the lecturer guides students to write argumentative essays. That is how she invited the students to use appropriate language in writing argumentative essays. Finally, it is expected that this may provide college students with the knowledge how to improve skill in writing argumentative essays.

