

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents an overview of this study. It covers background of the study, research question, purpose of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

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

Writing is one of the four language skills which should be developed in teaching English. “Writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, re-reading the text, editing and revising” (Gould, et al., 1989).

To produce a piece of good writing demands standard forms of grammar, syntax, and word choice. Besides, “writing needs good mechanics, organization of paragraph, content, the writer's process and purpose. It should be clear, fluent, and effective communication of ideas” (Raimes, 1983, p.6). As many requirements involved in writing, therefore, most students assume that this subject is hard. It is considered as the most difficult subject because it requires the ability of reading, composing, critical thinking, etc. They do not like writing subject because they are very stressful when the teacher asks them to prepare and construct some sentences into a standard text. Therefore, most students do many ways to make a writing instantly, such as using an online translation service and copying others’ articles or writings which is categorized as plagiarism.

Consequently, the teaching of writing also involves many components, such as preparation, organization, demonstration, etc. Therefore, for teachers, teaching writing is also challenging. According to Hedge (2005, p.10), “writing is more than producing accurate and complete sentences and phrases.” She states that writing is about guiding the students to “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers...” (cited in Ahlsén & Lundh, 2007, p. 4).

Based on the issue, the teachers need to work hard to teach the students in improving their willingness and ability to write. Of course this is not easy. It needs the efficient methods and strategies to solve the problem. In the education field, some experts have suggested several methods which are considered as the effective strategy for improving students' learning outcomes. These methods include cooperative learning, collaborative learning, contextual learning, Genre-Based Approach, etc. Then, these methods are continued to be developed with some improvements and modifications in order to make it more dynamic and applicable.

One of the most influential strategies to improve students' achievements is using the cooperative learning method, as stated by Duin (1986) "cooperative learning emphasizes the cognitive approach to learning where students actively discover knowledge, gain insight into problems, organize and process information, and direct their own learning" (p.316). In cooperative learning, the students are required to work in team, discuss, share opinions, and give feedback. Through this strategy, the students will able to connect the lesson with their life by doing some discussions, giving opinions and feedback, etc.

Thus, this study attempts to choose this method as the source for the research. The cooperative learning method is chosen because it is expected to be very beneficial for mixed ability students who learn a second language. Moreover, it is suitable for teaching writing which according to some experts stated above need special method to make the teaching more effective. Besides, Slavin (1988) states that "regardless of its effects on achievement, cooperative learning has many positive effects, for example, on self-esteem, intergroup relations, and the ability to work with others" (p. 32)

Furthermore, research has found that "cooperative learning ensures that all students are meaningfully and actively involved in learning" (Johnson&Johnson, 1999, p.72). They ensure that by using cooperative learning, "...students are achieving up to their potential and are experiencing psychological success, so they are motivated to continue to invest energy and effort in learning" (1999, p.72).

Based on the explanations above, this study tries to investigate the aspects of cooperative learning method that contributes to the effectiveness of the teaching of writing. It also aimed to investigate the students' responses to the use of cooperative learning in writing class. Therefore, this study will cover the implications and advantages of cooperative learning as a teaching strategy that provides the students with the appropriate environment to increase concentration on the learning process. The effectiveness of the implementation will be proven by the increasing of students' final score on posttest. Meanwhile, the students' responses will be interpreted from data percentage and graphs after the calculation.

## **1.2 Research Question**

This study is conducted to find the answers to the following questions.

1. Does the use of cooperative learning significantly improve students' writing ability?
2. What are students' responses to the use of cooperative learning in teaching writing?

## **1.3 Purpose of the Study**

Based on the research questions formulated above, this study aims to:

1. investigate whether or not the use of cooperative learning improves students' writing ability; and
2. describe the students' opinions to the use of cooperative learning method in teaching writing.

## **1.4 Scope of the Study**

This study focuses on investigating the aspects of cooperative learning method to build an effective teaching and learning in a writing class. The cooperative learning method investigated in this research is based on Johnson, Johnson, and Holubec's basic elements of cooperative learning (1991). The elements are (1) positive interdependence, (2) face-to-face promotive interaction, (3) individual accountability, (4) interpersonal and small group skills, and (5)

group processing. Then, in investigating the classroom management in the process of writing, the four parts of Simmons's (2009) strategies of teaching writing are used; concept introduction, teacher demonstration, shared writing and independent writing. Meanwhile, the written text produced by the students is scored in terms of the ideas, structures, grammar and vocabularies.

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

The present research is believed to have several significances for theoretical, practical, and professional benefits.

#### **1. Theoretical Benefit**

The result of the study is expected to enrich the literature about the effectiveness of cooperative learning method to build an effective teaching and learning especially in writing class.

#### **2. Practical Benefit**

The result of the study is expected to give information about the application of cooperative learning method to build an effective teaching and learning and improving students' learning outcomes especially in writing class.

#### **3. Professional Benefit**

The result of the study is expected to help teachers to develop an effective learning in teaching writing by implementing the cooperative learning method.

### **1.6 Clarification of Terms**

To avoid unnecessary misunderstanding and ambiguity, some terms used in the study are clarified as follows:

1. Cooperative learning (CL) involved in this study refers to the method of teaching in which students are required to work in team and share ideas in the writing class to see how effective the method by assessing students' final writing.
2. Improvement in this study refers to the increased score of students' writing in the posttest after getting the treatment of cooperative learning method in the writing class.

3. Writing skill involved in this study refers to the ability to create a written text of procedural text material, which is measured by the four criteria of a good writing adopted from *Buku Sekolah Elektronik*, which include; ideas, structures, grammar, and vocabularies.
4. Response in this study refers to students' opinion which is delivered by the answers of the questionnaire.

### 1.7 Organization of the Paper

The research study is organized into five chapters. Each chapter is subdivided into subtopics that elaborated the given issues. The chapter is arranged as follows:

**Chapter I** is Introduction. This chapter provides the information on background of the study, research question, purpose of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

**Chapter II** is Literature Review. This chapter consists of literature review; this part elaborates detail theories which are relevant to the study. It includes the theories about cooperative learning method and writing class.

**Chapter III** is Research Methodology. This chapter focuses on the methodology of research that will be conducted. It includes the Research Side and Participants and Research Methodology. The Research Methodology consists of Research Design, Data Collection, and Data Analysis.

**Chapter IV** is Findings and Discussion. This chapter elaborates the findings of the research. It provides answers of the research questions. It also supplies the result of the research which consists of findings (data presentation).

**Chapter V** is Conclusion and Recommendation. It summarizes the findings and discussions, also gives the recommendation for further studies.

### 1.8 Concluding Remark

This chapter has presented the principles of the study. Based on the elaboration presented in this chapter, it can be concluded that this study is

conducted due to the fact in which the students assumed that writing is difficult and some of them did the plagiarism on writing. Thus, this study attempts to achieve the goals on improving students' ability and willingness of writing through cooperative learning method. Then, the next chapter deals with literature review.