

**THE COMPARISON BETWEEN COOPERATIVE LEARNING AND
PROBLEM BASED LEARNING APPROACH IN TEACHING
WRITING NARRATIVE TEXT**

**(Quasi-Experimental Research of the Tenth Grade Students at SMK
Mahardhika Batujajar)**

A RESEARCH PAPER

Submitted to the English Education Study Program Language Education
Faculty of IKIP Siliwangi Partial Fulfillment of the Requirements for the
Sarjana Pendidikan Degree



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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE EDUCATION

IKIP SILIWANGI

2019

ABSTRACT

The aims of this study are to investigate whether there is significant difference between cooperative learning type student teams achievement division (STAD) and problem based learning in students' writing narrative text at the tenth grade students of SMK Mahardhika Batujajar. The method used in this study was quantitative research with experimental research design. The study was carried out in two classes of research, experimental and control class. The subject of this study was the tenth grade students, and the samples of this study consisted 30 students in experimental class (RPL A) and 30 students in control class (RPL B). The instrument used in this study was written test. The written test was applied in pretest and posttest. The writing test was administrated as the instrument of the research. The technique used in collecting the data was quantitative data with SPSS v22. This research was continued to independent sample t-test because the data was normally distributed (pretest experiment 0.069, pretest control 0.109, posttest experiment 0.055, posttest control 0.200 $\geq$ 0.05) and the homogeneity significance of both classes was higher than 0.05. The t-test result showed that the sig 2-tailed was 0.002. it was lower than index 0.05. it can be concluded that H_0 (H-null) hypothesis was rejected. In other words, there was significant difference between students were taught by using cooperative learning and those who were taught by using problem based learning approach in teaching writing narrative text. In the observation result, the resercher used five meeting for given tretments. The teaching and learning process by using cooperative learning type Students Team Achievement Division (STAD) was run well, they could answer the questions and wrote the narrative text based on they words. For the results of the students difficulties in teaching writing narrative text from the experimental class who were taught by using cooperative learning type students team achievement division (STAD) and control class who were taught by using problem based learning, it showed that the students' difficulties in writing narrative text was when the students determined the vocabulary, use the grammar in their writing the structure of writing, and difference between the two languages.

Key Words: Teaching Writing, Narrative Text, Cooperative Learning, Student Teams Achievement Division (STAD), Cooperative Learning, Problem Based Learning Approach.

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the background of the research, research questions and hypotheses, objectives of the research, scope of the research, significances of the research, definition of key terms, and organization of the research.

A. Background of The Research

English is used by many people in the world for communication with one another and it becomes a lingua franca. Harmer (2007: 20) states that English is used as lingua franca if there are two people who do not share the same language and English is not their mother. Many aspects in English should be known to master it well. Moreover, in Indonesia English is a compulsory subject for junior and senior high school students. It becomes a good starting point for students in senior high schools to recognize English from the basic. Here, the students have to start from knowing the English skills.

In learning English, there are four skills that should be learn, they are speaking, listening, writing, and reading. These four skills is divided into two, verbal communication and written communication. Both verbal and written communication is important, however, they are different. In written communication, the writer should

consider contents, vocabularies, rhetoric, grammatical structures and mechanics such as punctuation and capitalization. Whereas, in verbal communication or called as spoken language, grammatical structures is not necessary as long as the speaker and listener understand each other.

Indonesia may find to some difficulties in mastering English language because it is not our native language. There are many words that we do not know the exact meaning. In completing english skill, there are four skills wich have to be mastered. Each skill plays at importantrole of our english development. Based on Harmer (2003: 31) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Teaching English in schools should be based on the curriculum. Since 2006 Indonesian educational system uses School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) and for the time being, most Indonesian school back to use school-based Curriculum after using Curriculum 2013 for about a year.

One of the goals of the curriculum is to prepare students in mastering listening, speaking, reading and writing skills. Based on the writer's experiences when Teaching Practice Program (PPL, 2018), the writer found problems, when the writer asked to writing materials to the students, most students are not really interested in writing lesson. It becomes a problem when we are demanded to fulfill this skill as part of the subject. Based on four skills, writing skill is the most difficult and complicated skill. In writing we have to pay attention on the grammar, diction, punctuations, structures, cohesion and coherence to make sure that the sentences we

make are right and appropriate with the contexts. There are twelve kinds of genre of texts, such as recount, report, procedures, narrative, news item, descriptive, etc.

Writing is “a complex skill that engages the writer in physical as well as mental effort” (Constantine, 2007, p. 7). This is one reason why writing is seen as the most difficult skill to be learned among the four skills in English: listening, speaking, reading, and writing. The difficulties in writing have been one of the reasons why students see writing as a difficult skill to be learnt. In writing, the students can search some ideas in their mind into some texts. One kind of text that can be learned by students is narrative text. Based on the research by Indrasari (2009: 6) “The students had the problems in writing a text because they learnt writing without using a good approach and treatment. They were just asked to write a composition based on the topic that had been prepared in the text book”. That is why the approach and treatment very important for the teacher to know how to teach writing english enjoyably and can make the students excited and more interested in study writing, actually writing narrative text. Teachers need to find a suitable method in teaching writing in order to make the students improve their writing skill. Two different methods can be applied in teaching writing there are cooperative learning and problem based learning approach.

Cooperative learning is one of the learning models in KTSP. One of the cooperative learning technique is students team achievement divisions (STAD) in this research, the researcher conducted the literature study for several research about the

implementation of STAD. Based on the journal research by *Yufrizal. H* (2016: 6) “writing through STAD facilitates the students to improve their writing ability”. From the statement, the researcher will showed that in teaching students’ writing narrative text.

And the other research based on the research done by Hayatunisa (2013: 24)’’ The research found that STAD technique was effective in teaching writing skill. Additionally, the technique was found to be potential to provide better’’. Therefore the researcher will use STAD technique of experimental class in teaching students narrative text, to find comparison of result cooperative learning approach and .problem based learning approach.

Problem based learning (PBL) is one of learning models in the curriculum 2013. PBL is one of the method recommended to be used because, it is effective for students writing skills based on the research by Milah (2015: 72) in the title is “the implementation of problem based learning to improve writing skill in discussion text”(A Classroom Action ^{Research} at the Third Grade of MA NU 04 Al-Ma’arif Boja Kendal). The result of this research had the improvement of students’ writing skill in discussion text and the improvement in the students’ positive response

Based on the explanation above, this reseach is going to investigate the use of cooperative learning and problem based learning approach, wether one of that approach can improve the students’ ability in writing narrative text or not and to

know whether there is significant difference between cooperative learning and problem based learning in students' writing narrative text at the tenth grade students of SMK Mahardhika, Batujajar West Bandung.

B. Research Questions and Hypotheses

1. Research Questions

- a. Is there any significant difference between the students' who are taught by using cooperative learning and the students' who are taught by using problem based learning approach, in teaching writing narrative text at the tenth grade students of SMK Mahardhika Batujajar?
- b. How is the implementation of learning narrative text by using cooperative learning at the tenth grade students of SMK Mahardhika Batujajar?
- c. What are the difficulties of students in solving the questions of writing narrative text at the tenth grade students of SMK Mahardhika Batujajar?

2. Hypotheses

Ho: There is no significant difference between students who were taught by using cooperative learning and students who were taught by using problem based learning in teaching writing narrative text at the tenth grade students of SMK Mahardhika Batujajar.

C. Objectives of The Research

This study has purpose as follows:

1. To know whether there is significant difference between cooperative learning and problem based learning approach in teaching writing narrative text at the tenth grade students of SMK Mahardhika Batujajar
2. To describe the implementation of cooperative learning approach in teaching writing narrative text at the tenth grade students of SMK Mahardhika Batujajar.
3. To describe the difficulties faced by students in solving the problem writing narrative text at the tenth grade students of SMK Mahardhika Batujajar.

D. Scope of The Research

This study focuses on analyzing the implementation of cooperative learning and problem based learning in teaching writing narrative text. To know there is significant difference between the students' who are taught by using cooperative learning and the students' who are taught by using problem based learning approach. The researcher adapted "students team achievement divisions" (STAD) technique from cooperative learning method, that implemented at tenth grade students of SMK Mahardhika Batujajar.

E. Significances of The Research

1. Pedagogical Implication

To increase English language teaching especially, teaching writing and it will give chances to the teacher to writing use cooperative learning and problem based learning approach in the class.

2. Theoretical Implication

It can give understanding that writing is an important aspect in learning foreign language and to acknowledge new experiences that the researcher never get before. Also the research can be an offer solution to face problems in learning writing which happened in the certain field.

3. Practical Implication

The researcher hopes that the result of this study will be useful for practice, especially for the students. It may help them to understand that their writing is the essential aspect in language learning. It is also giving them motivation to learn writing class. Then to get a success in their learning language process.

F. Definition of Key Term

Writing is one of the skills which need to be mastered by the learners. Students learn different genres of writing like descriptive, expository, recount and narrative based on the prescribed syllabus of the Ministry of Education. There are many methods adopted by the teachers in teaching writing in the classrooms. One

of the methods recommended in teaching writing is the STAD of cooperative learning (Kagan 2002). The researcher assume that cooperative learning can make students improve their writing.

Then, the researcher assumes that a large number of the students in the classroom take higher attention to reach success in the learning. In a large number of the students occurs un-conducive condition. The condition occurs in the learning process such as the students do not take attention in the learning activities. They change their focus by talking with their friends, some of them are passive in the class, and they are careless with the material. This condition makes the teacher feeling hard to handle all of the students. From that condition a teacher should have a strategy to motivate the students to participate actively in the experience of learning. One of learning strategy is to developing skill of student's. A strategy of the learning is Problem-Based Learning. Problem Based Learning is one educational strategy that helps students build the reasoning and communication skills necessary for developing success creativity.

G. Organization of The Research

This research paper is organized into five chapters as follows:

Chapter I : Itroduction

This chapter introduces the background of the research, research questions, objectives of the research, scope of the research, significances of the research, definition of key terms, and organization of the research.

Chapter II : Literature Review

This chapter presents the literature review and previous studies. It reviews theories related to narrative text and the use of cooperative learning, students team achievement divisions (STAD), and Problem based learning in teaching writing.

Chapter III : Research Methodology

This chapter presents the methodology of the research, it is devoted to outlining the methodology of the research. It presents the respondents of the research, instruments, stages of data collection, and steps of data analysis.

Chapter IV : Results and Discussions

This chapter provides the result of the research and discussion of the research finding, it contains the detailed calculation of pre-test and post-test scores from the experimental group.

Chapter V : Conclusions and Suggestions

This chapter concludes the results of the research. It is conclusions of the present research and suggestions for further research are presented

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