

COOPERATIVE LEARNING AND SCIENTIFIC APPROACH IN TEACHING WRITING NARRATIVE TEXT

**(A Quasi Experimental Research at the Tenth Grade Students of
SMK MOHAMAD TOHA CIMAHI)**

A RESEARCH PAPER

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APPROVAL SHEET

COOPERATIVE LEARNING AND SCIENTIFIC APPROACH IN TEACHING WRITING NARRATIVE TEXT TO TENTH GRADE STUDENTS AT SMK MOHAMAD TOHA CIMAHI



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STUDENTS AT SMK MOHAMAD TOHA CIMAHI



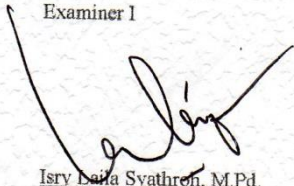
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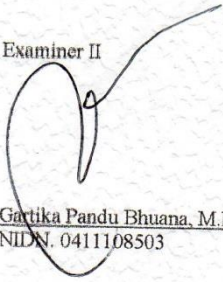
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STATEMENT

I hereby certify that this research paper entitled "**COOPERATIVE LEARNING AND SCIENTIFIC APPROACH IN TEACHING WRITING NARRATIVE TEXTS TO TENTH GRADE STUDENTS IN SMK MOHAMAD TOHA CIMAHI**" is totally my own work, except where due the references are made in the text written based on the precise writing for scientific ethics. I am entirely aware that I have cited some statements and ideas from many sources and all of the future, I will be entirely responsible for clarification.

Cimahi, August 2019

The writer



Zely Mustikaningtyas

ABSTRACT

Zely Mustikaningtyas, 2019. “*Cooperative Learning and Scientific Approach in Teaching Writing Narrative Text*”, (A Quasi-Experimental Study at the Tenth Grade Students of SMK Mohamad Toha Cimahi). Skripsi, English Education Department, Faculty of Language, IKIP Siliwangi Bandung, 2019

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The objective of this research is to find out which approach is better in teaching writing skills of narrative text through *Cooperative Learning* or *Scientific Approach*, the implementation of learning writing skills used *Cooperative Learning* or *Scientific Approach*, students' difficulties in learning narrative text using *Cooperative Learning* and *Scientific Approach* to improve of Tenth Grade students in SMK Mohamad Toha Cimahi. The method used in this study is quantitative with quasi experimental design. There were two classes, namely experimental class and control class consisted of 62 students as the sample. The experimental class is taught using the *Cooperative Learning* with the technique *Teams Games Tournaments* (TGT), while the control class which is taught using the *Scientific Approach*. Furthermore, this research used tests as instruments and it was conducted through the following procedures: giving pretest, applying treatments, giving posttest. Based on the descriptive statistic calculation, it can be seen that the mean score of both classes significantly increased. The experimental class pretest scores were ($M = 69.00$ $SD = 7.052$) posttest scores were ($M = 71.32$ $SD = 6.794$) while the control class pretest scores ($M = 67.29$ $SD = 7.725$) and the posttest scores were ($M = 59.77$ $SD = 8.988$). In addition, there was no significant difference between the experimental class and the control class in the pretest scores. In other words, there was significant difference between the class which was taught using the *Cooperative Learning* and the class which was taught using the *Scientific Approach* at the posttest. The data tested by the Mann-Whitney U (2-tailed) were 0.000, it was lower than level significant (0.05). From the data, it can be concluded that there were significant differences between students who were taught using the *Team Game Tournament* as a learning model of the *Cooperative Approach* and students who were taught using the *Scientific Approach*. The results of the study proved that the *Cooperative Learning* is more effective in learning writing narrative text.

Keyword: Cooperative Learning, Scientific Approach, Team Games Tournament (TGT), Writing, and Narrative text.

PREFACE

Alhamdullilah Robbil ‘Alamiin, by the mercy of Allah SWT who has given the writer motivation to complete this paper entitled “**COOPERATIVE LEARNING AND SCIENTIFIC APPROACH IN TEACHING WRITING NARRATIVE TEXT**”.

In this study, the writer submitted this Research Paper as the partial fulfillment of the requirements for Bachelor of Education Degree of English Education Study Program Language Education Faculty of IKIP SILIWANGI Bandung.

In this research, the writer focuses on *Cooperative Learning* and *Scientific Approach* in teaching writing narrative text. This research conducted at 10th grade students in SMK MOHAMAD TOHA Cimahi.

Eventually, the writer hopes that this paper may give a great contribution to all readers who are interested in the field to teaching writing narrative text. At last, hopefully the paper will give positive contribution for teaching writing and learning English.

Cimahi, August 2019

Zely Mustikaningtyas

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