

CHAPTER 1

INTRODUCTION

In this chapter, the writer provides the background, research question, hypothesis, objectives of the research, limited of the problem, significance of the research, definition of the key term, and organization of the research paper.

A. Background of the Research

Education is the process and effort of someone to achieve success. With education, everyone will be broad and free to achieve the desired goals. This year the curriculum used or determined by the government in each school is the curriculum 2013.

The current curriculum 2013 is the key to conduct education for the first time in 2013/2014. With the implementation of the curriculum 2013, there will definitely be obstacles between teachers and students, such as adding lessons every week and developing school curricula. In the curriculum 2013, each teacher has an important role in the delivery of lessons because teachers are not burdened with syllabus preparation but are more processed in learning in accordance.

In the learning process in the curriculum 2013, students are expected to have active interactions when learning takes place. In this case, if the beginning of the learning that occurs is the teacher talking and the students only listen and write but now the teacher must listen more to students' interaction. With the changes in the previous curriculum until now, the curriculum 2013 is a change in the learning process. The learning process is more changed by students, namely making observations, asking questions, and interacting.

Curriculum 2013 is a learning process for students who have the skills and creativity. In this study, problems arise from the learning process. Thus, by using the learning curriculum 2013, students can focus on becoming more independent and active in class. In the curriculum 2013 there are four types of approach, namely the scientific approach, employee-based learning, discovery learning, and project-based learning. The writer uses two approaches, they are *Cooperative Learning*, and *Scientific Approach*.

Cooperative Learning with the *Team Game Tournament* (TGT) technique is useful to analyze students' writing problem in English. Thus, learning writing English is very important, especially in writing narrative texts. The writer analyzed problem of narrative text writing by using two approaches, namely *Cooperative Learning* with *Team Game Tournament* (TGT) and *Scientific Approach*. The type of tournament conducted in the class namely writing skills

tournament to solve the problem of writing English texts. This method has several advantages and disadvantages. The advantages of *Cooperative Learning* are, the students can work in groups and can improve their own thinking skills, it can develop the ability to express each other's ideas to help each student become more responsible, students can practice solving problems without fear of making mistakes and the students can increase motivation among students. Therefore, lacks of *Cooperative Learning* will influence students understanding of reading materials.

While the advantages of the *Scientific Approach* are students' must be active and creative so students actively search for information so that they do not miss learning materials, but they also get politeness values.

The advantages of *Team Game Tournament*, according Prasetyo (2012: 4) in Adilla (2017) as one of the teaching techniques in teaching and learning process is that students can be more active in learning process. However, there are some disadvantages of *Team Game Tournament*. According Prasetyo (2012: 4) in Adilla (2017) the process of *Team Game Tournament* and the teacher must prepare this activity well.

Writing is one of the English skills, besides listening, speaking, and reading. Writing is very important because writing is a skill that must be achieved by students. With writing skills, we can convey ideas, knowledge, and

experience. Harris (1993: 10) said that the writing process is over the period of time, particularly if we take account sometimes extended periods of thinking that precede the initial draft.

Based on the background of the study above, the writer conducted the study at SMK MOHAMAD TOHA Cimahi. The writer compared *Cooperative Learning* using *Team Game Tournament* (TGT) technique and the *Scientific Approach* in teaching narrative text writing.

B. Research Questions and Hypotheses

a. Research Questions

Based on the background statement above, the writer can formulated the problems as follows:

1. Is there significant difference between students writing who are taught by using *Cooperative Learning* and by using *Scientific Approach* in learning writing narrative text?
2. How are *Cooperative Learning* and *Scientific Approach* implemented in teaching writing narrative text?
3. What are students' difficulties in learning writing narrative text through *Cooperative Learning* and *Scientific Approach*?

a. Hypothesis

Null Hypothesis (H₀)

There is no significant difference between students who are taught by using *Cooperative Learning* and using *Scientific Approach* in teaching writing narrative text.

Alternative Hypothesis (H₁)

There is significant difference between students who are taught by using *Cooperative Learning* and using *Scientific Approach* in teaching writing narrative text.

b. Objectives of the Research

The objectives of this research can be stated as follows:

1. This study aims to know which approach is better in teaching writing skills of narrative text through *Cooperative Learning* or *Scientific Approach*.
2. This study aims to know the implementation of learning writing skills used *Cooperative Learning* or *Scientific Approach*.
3. The study aims to find out students difficulties in learning narrative text using *Cooperative Learning* and *Scientific Approach*.

c. Limitation of the Problem

This study limits the problem in the approach used to determine the increase, implementation and difficulty of student's ability to write. The approach used is *Cooperative Learning* and *Scientific Approach*. The *Cooperative Learning* used the *Team Game Tournament* (TGT) type namely the approach model will foster a sense of togetherness and respect for members in making lessons more in taking lessons, while the *Scientific Approach* was where students were directly either individually or in groups to explore concepts and principles during the learning activities. This study used both type *Team Game Tournament* mentors and writing about narrative text. This study used narrative text stories such as Sangkuriang, Malin kundang, Cinderella, and Snow white. This observation was conducted for class X students of SMK MOHAMAD TOHA Cimahi.

d. Significances of the Research

1. Theoretical Significance

The writer contributes to enrich the teaching theories of students writing skills and to find kinds of appropriate technique in improving students writing skills and hopefully the teacher will gave information and structure about writing in narrative text.

2. Practically Significance

The writer gives some contribution to English teachers to solve problems related to students writing skills, the research can be the basis for the next researchers and the students can make narrative text and can understanding about narrative text.

3. Pedagogically Significance

The teacher can be a good model in writing for their students.

e. Definition of Key Term

1 Narrative

Narrative text is a type of text in the form of imaginary stories, engineered real stories, and engineered real stories.

2. Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper.

3. Cooperative learning

Cooperative learning is a strategy for the classroom that used to increase student's communication, group, and individual responsibility.

4. Team Game Tournament

Team game tournament is class presentations, team study, tournament, and team recognition.

5. Scientific Approach

Scientific Approach is where students act directly either individually or in group to explore the concept and principles during the learning activities.

6. Approach

Approach is assumptions and belief about language and language learning were specified.

f. **Organization of the Research Paper**

CHAPTER 1: Introduction

Introduction consists of background of the research, reason for choosing the topic, research questions, hypothesis, objectives of the research, limitations of the problem, significant of the research, definition of key term, and organization of the research paper.

CHAPTER 2: Literature Review

In this chapter the writer discusses the theoretical frameworks, definition of approach, definition of writing, definition of *Cooperative Learning*, definition *Team Game Tournament*, *Scientific Approach*, narrative, and the process of reciprocal teaching strategy.

CHAPTER 3: Research Methodology

In this chapter the writer discusses research method, research design, population and sample, instruments, data collection technique and analysis.

CHAPTER 4: Result and Discussion

In this section, the writer discusses what the writer finds in the research including the result of the research.

CHAPTER 5: Conclusion and Suggestion

In this chapter the writer makes conclusion from the result of the research.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the writer gives detail information of a literature review and concept to support the research, therefore this chapter covers theoretical framework, the definition of approach, the definition of writing, the definition *Cooperative Learning*, the definition of *Team Game Tournament*, the definition *Scientific Approach*, the definition of teaching writing, the definition general of narrative text, the definition of generic structure of narrative text, the definition of teaching language, the definition general concept of writing, element of writing, and previous study.

A. Theoretical Frameworks

1. Approach

An approach is a theory about language learning or even a philosophy of how people learn in general. They were some meanings of the approach. The experts have proposed the definition and explanation of approach. According to Anthony (1965) an approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. According to Harmer (2007:62) an approach described how language is used and how its constituent part interlock-it offers a model language competence. In

Brown (1980:48) an approach defines assumptions, beliefs, and theories about the nature of language and language learning.

2. Writing

Writing is one of the most essential language skills which should be mastered by students. Through writing, students can express their ideas, communicate with people and convey their intentions (Syathroh, 2016:53). However, writing skill is mostly assumed as the most difficult skill to be learned.

Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as grammar, vocabulary, word, order spelling and logical arrangement of ideas. Writing is the most difficult subject in the school since the students have to produce a text by using English.

Writing is the skill of English language which requires students to represent and develop their own idea in a written form. According to Tarigan (1985:5) in Satibi (2016) writing is productive skills, for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. According to

Harmer (2001:79) writing is a form of communication to deliver through or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

Writing is one of the basic English skills which has an important part besides listening, speaking, and reading (Harmer, 2001:98). Writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study (Olshtain 1998 in Celce 2001).

Brookes and Grundy (2000:7) writing as an activity that includes several processes, such as thinking what to write and ordering it into sentence and paragraph. While Berlin in Kroll (1997:25) says that writing is an ability to show the self discovered and expressed creative act which need a process to discover the product by the writer.

Writing is the process how to practice our language skills. (Ozhima and Hogue 1999:3) Writing is a process, not a "product". Abu Rass (in Zainil 2008:76) Writing is a difficult skill for native speakers and non native speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization.

3. Cooperative Learning

Cooperative Learning is the student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal.

They were some meanings of *Cooperative Learning*. The experts have proposed the definition and explanation of *Cooperative Learning*. *Cooperative Learning* is the learning using small groups in which the students work together to maximize their learning activities, each other or as a team. According to Johnson, and Holubec in Felder&Rebecca (2007). Slavin (1996) argues that a critical element of cooperative learning is group team work and team goals. According to Hasan (in Komalasari, 2013, p. 62) *Cooperative Learning* is cooperative of small group (2-5) in learning that enables the students work together to maximize their learning and learn the other board members in a group.

4. Procedure of Cooperative Learning

Sanjaya (2008) in Julita (2014) states that in implementing cooperative learning there are four stages that must be passed, namely:

1. Explanation of learning material

The explanation is a process of delivering the material points of the subject matter before the students work in group. Teachers use lecture, discussion, demonstration and the media to provide a general overview of the subject matter to be mastered which in turn will deepen the students' understanding of the learning material in group.

2. Learning in group

After the teacher explains a general overview of the main points of the subject matter, students learn in each group. Heterogeneous group is made the students can help each other.

3. Assessment

Assessment is done by a test or quiz. This assessment is done individually and in groups.

4. The Team Recognition

The team recognition is the determination of the team that is considered to be the most prominent or most accomplished teams to accept the prizes or awards.

5. Advantages and Disadvantages of Cooperative Learning

Advantages of *Cooperative Learning* are:

According Sanjaya (2008) in Julita (2014) *Cooperative Learning* have several advantages, including:

1. Students are less dependents on the teacher, but it can increase the confidence in express their own ability to think, finding information from the various kind of sources, and learn from the other students.
2. *Cooperative Learning* can develop students' abilities or idea with words verbally and compare with other people idea.
3. *Cooperative Learning* can help students' to respect the others and be aware of all the limitation and accept all the difference.
4. *Cooperative Learning* can empowers each students' to take more responsibility in learning.
5. *Cooperative Learning* is a strategy that can improve academic achievement.
6. *Cooperative Learning* can develop the ability of students to test their own ideas and understanding, to receive feedback.
7. *Cooperative Learning* can enhance students' ability to use information and the abstract ability to learn become more real.

8. The interaction during *Cooperative Learning* can improve students' motivation and simulation to think for the long term education.

Disadvantages of *Cooperative Learning* are:

According Sanjaya (2008) in Julita (2014) *Cooperative Learning* have several disadvantages, including:

1. It takes time to make students understand the model.
2. Without effective peer teaching, *Cooperative Learning* can not be done well.
3. The assessment is based on the result of the group work but the teacher must be aware of the expected results or achievement for each individual students.
4. The success of *Cooperative Learning* requires a long period of time.
5. Through *Cooperative Learning*, students are also required to build their self confidence and it is not easy things to achieve.

6. Team Game Tournament

Teams Games Tournaments is then takes as the technique to be implemented. According to Slavin (2005:166-169), TGT has some steps which are class presentations, team study, tournament, and team recognition. It is worth mentioning that the researcher skipped the game and immediately administered the tournament due to time limitation.

7. Scientific Approach

Scientific Approach is one of the learning approaches that should be used in learning by teachers applying Curriculum of 2013 (K13). According to Sani (2014) the *Scientific Approach* is closely related to the scientific method which should normally involve examination or observation needed for the formulation of hypotheses or data collection, while Hidayah (2013) mentioned that the learning with scientific approach is a scientific and inquiry approach, where students act directly either individually or in group to explore the concept and principles during the learning activities and the teacher's task is to direct the learning process performed by the students and provide any corrections to the concepts and principles which the students have been obtained.

According to Department of Education (Permendikbud No.103/2014), *Scientific Approach* involves five learning experiences i.e observing, questioning, experimenting, associating, and communicating.

8. Procedure of Scientific Approach

There are five stages in the activity that must be done so that students will be able to learn and think more scientifically and critically. Abidin (2014) explain the detail procedures as follows:

1. Observing

Observing is learning activity such as listening, reading. Besides, observing is meaningful learning. Through observation the students are supposed to find out a fact of correlation between the object being observed and learning material.

2. Questioning

Questioning is asking information that cannot be understood based on what being observed (from factual to hypothetic questions). In this step a teacher is supposed to inspire the students to ask questions. The teacher can use a technique to encourage in questioning section.

3. Experimenting

Experimenting is doing experiment, reading other resources, observing object, event, or activity, and interview with informant. A teacher needs to provide interesting media to interact the students in experimenting.

4. Associating

Associating is learning activity such as processing the information that has been collected from the result of observing and collecting information. In this case, the students try to apply the information. They have to answer the questions based on the observation result or do other tasks.

5. Communicating

Communicating is presenting the result of observation and conclusion based on analysis result by spoken, written, or other media. In communicating, the students should be able to communicate effectively in convey their idea.

9. Advantages and Disadvantages of Scientific Approach

Every teaching approach or method has advantages and disadvantages. According Abidin (2014) the advantages and disadvantages of *Scientific Approach* can be seen below:

The advantages of *Scientific Approach* are

- a. Improving students' ability in mastering the learning material.
- b. Developing students' ability in solving problems.
- c. Building students' sensibility of the life context.
- d. Improving students' ability in communication.

The disadvantages of *Scientific Approach* are:

- a. The time to prepare learning material and learning activities is quite long.
- b. The implementation of *Scientific Approach* requires more energy and cost.
- c. The creativity of both the teacher and the students are required in applying *Scientific Approach*.

10. Narrative text

Narrative is a text that telling the stories or past events and the function is to entertain the readers. In addition, Brown (2001 : 325) stated that narrative is a recounting of an incident or event. It tells a story that illustrates the truth of the argument. It means that narrative is the story that tells the truth of the argument of the event that happened. Narrative is a form of discourse that seeks recounts an incident or event so that it looks as if the reader see or experience the event (Hilda Mawaddah : 2011).

Narrative text is a text, which related a series of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate. (Anderson and Anderson, 2003a).

Narrative is a text that telling the stories or past events and the function is to entertain the readers. Parera (1993:5) in Marliani (2015) had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. Meanwhile, Keraf (1989:136) in Marliani (2015) had an opinion that the narrative was a form of composition, which had the main objectives. In the form of activities that were tied

together to become an event that happened in a certain time

According to Charles et al (1985:129) most narratives have the following characteristic:

1. It tells story of an event or events
2. The events are usually arranged in a chronological order, in the order in which they occurred in time.

11. Generic of Structure Narrative Text

Derewianka, (1990:32) stated that the steps for constructing a narrative are:

a. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

b. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them, for reaching their goal. The narrative the complications we face in life and tend to reassure us that they are resolvable.

c. Resolution

In the “satisfying“ narrative a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?) Based on the statement above, the writer concludes that the generic structures.

12. Language Future of Narrative Text

According to Anderson, the language features of narrative text are:

1. Nouns that identify the specific characteristic and places in the story.
2. Adjectives that provide accurate descriptions of the characteristic and settings.
3. Verbs that show the actions that occur in the story.
4. Time words that connect events to tell when they occur; the use of simple present tense and past continuous tense.

13. Teaching Writing

Writing as a communicative activity needs to be encouraged and nurtured during the language learner's

course of study (Olshtain 1998 in Celce 2001). The teaching of writing has long been a central element in all educational system, and there are many, often conflicting, views of the best ways of going about it. It means that in teaching writing the students are trained systematically through writing exercise starting from basic level to the advanced level (Tribble, 1996:37).

Distinguished writing from other skills according to the form it was from the simplest form to the most highly developed one. From its simplest one, writing can be conceived as the act of putting down in conventional graphic form something that had been spoken (Rivers, 1968:242).

Teaching writing is very important, because through writing, students are hope to be able to put their ideas into a piece of writing. According to Brown (2000:334), teaching writing is showing or helping someone learn how express creativity, uniqueness, ideas, and indicate what they want, to give instruction, to provide knowledge, to encourage the students to understand the material about writing so that someone can write well. According to Harmer (2004:34) also stated that teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system) and punctuation, but it is about helping students to communicate real message in an appropriate manner.

In addition, according to Harmer (2004:31-39), there are two kinds of teaching writing, they were:

1. Writing-for-learning

Writing-for-learning are not making students write to become better writers but write to help them learn better. It do depends on the students ability to write already where there was no attempt to teach a new writing skill or show students how to work in unfamiliar genres, for example.

2. Writing-for-writing

Writing-for-writing is where language is put at the service of a skill and a specific task, and where the features such as layout and language choices – including issues of register – were focused on to help students write better in a particular genre or genres. Or we can say that the objective of teaching writing-for-writing is to help students to become better writers and to learn how to write in various genres using different register. Also, there we need to make sure that our students have some writing aim task either real or invented aim tasks.

14. Teaching Language

Teacher brought their own personal principles in their own personal principles in their own personal principles in their class to teach their students. As a consequence,

Breen (2001:217) made principles in teaching language as follow:

- a. Selectively focus on the form of the language.
- b. Selectively focus on vocabulary or meaning.
- c. Enable the learners to use the language.
- d. Address learners mental processing capacities.
- e. Make the new language familiar and manageable
- f. Make the learners internalize and remember the new language
- g. Take account of learners needs or interest
- h. Directly learners needs or interest
- i. Monitor learners progress and provide project
- j. Facilitate learners responsibility or autonomy
- k. Manage the lesson and the group

15. Element Writing

Jacob et al (1981: 90) there are five element of writing they are:

1. Content

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function or transition, restatement, and emphasis.

2. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

It refers to the selection of words suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

It refers to the use of the graphic conventions of the language, i.e., the steps of arranging letters, words

sentence, paragraphs by using knowledge of structure and some others related to one another.

16. Previous Study

In this research, the writer summarizes the relevant studies from other the writer to prove originslity of the research.

The first research is by Wulandari (2014) with her research entitled “*Improving students writing ability by using Round Table Technique (a classroom action research at the eleventh grade of SMA Negeri 1 Ngemplak in 2014/2015 Academic Year)*”. The purposes of the writer conducted classroom action related to the attempt to improve students writing ability by using round table technique. The analysis of the data in this research has shown that round table technique significantly improved the student’s ability in writing. Based on the calculation of the test result in pretest, posttest 1, and posttest 2, the writer found out the increasing in the students mean score. In pretest, it was only 46.24, then in posttest 1 increased to 64.45, and in post-test 2 incredibly arose to 79.27. There is an improvement in each step of the learning.

The second research is “*Teaching simple past tense by using Cooperative Learning (an experimental study at second grade of MTs Pembangunan UIN Jakarta)*” by Hizbullah (2010). He found that the used of

cooperative learning is effective in teaching simple past tense. He began the research with pre-test, then gave the treatment in four meeting, and closed it with the post-test to both class control and experiment class. The different between Hizbullah research and the writer research is in the use of technique. Hizbullah used STAD, the writer used TGT.

The third previous study is written by Larson (1983). The title of the journal is “*Verbal ability and Cooperative Learning transfer of effects*”. This journal compared the used of traditional learning of *Cooperative Learning* (STAD and TGT). The result of the journal showed that using *Cooperative Learning* was more effective the students the achievement than using traditional teaching. Cooperative requires heterogeneous learning on the side traditional teaching only focus on individual teaching. Thus, the result showed that cooperative learning got higher achievement than traditional teaching. The journal applied in only verbal ability on the other hand, the writer applied TGT as one of the techniques in *Cooperative Learning* in teaching simple past tense.

The fourth study is related on “*The use of picture series to improve students writing ability in narrative text*”. An action research was written by Wahyu (2014) for the 8th grade students of SMP MUHAMMADIYAH 2 Kalasan in the academic year of 2013/2014. The different of this study from used kind of text. The

researcher proved that using picture series helped the students in the writing process that is planning, drafting, editing and final draft. Then the students will be shown sequence picture. Then they will write a text using picture as the clue. Besides that using pictures series was effective to improve students writing in teaching and learning process of writing narrative text.

The fifth, study was proposed by Anugrah (2013). The title “*The use of Digital Storytelling to improve the students mastery in writing narrative text an experimental study on the second grade at SMPN 1 Grobogan in the Academic Year of 2011/2012*”. This experimental study was to find out the different between the students achievement writing skill was taught by digital storytelling and conventional technique. The research chose the eighth grades of SMPN 1 Grobogan as the population of his study. The experimental class was VIII-I and the control group was VIII-2 the experimental class was taught using digital storytelling and the control group was taught using conventional technique. The result of this study gave digital storytelling and using conventional technique.

The sixth study is “*The used of Chain Picture as a medium for improving students writing skill of narrative text*” by Hidayati, English department faculty of Tarbiyah Walisongo state institute for Islamic study Semarang 2010. The aim of the research was to out the

students writing achievement on narrative text after being taught by using chained pictures. The type of the research is classroom action research. The research used one class of 8th grade SMPN 1 Blora in the academic year 2009/2010. In that class the researcher applied chained picture as a medium to teach writing narrative text. The result of the research showed that there is an improvement in students writing skill on narrative text. From the result of the research, it can be concluded that chained picture can facilities students in learning English and also can improve students writing skill on narrative text.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the writer discusses research method, research design, population and sample, instrument of the result, validity, reliability, data collecting techniques and analysis the time and place of research, procedure of the result, data analysis, and research analysis.

A. Research Method

In this research, the writer used quantitative research because the writer wanted to know students writing narrative text using two approaches, namely *Cooperative Learning* with type *Team Game Tournament* and *Scientific Approach*. The experimental class and the control class were selected by writer randomly and both classes took pretest and posttest. The writer taught the narrative text at two classes X PM 1 as the experimental class and X PM 2 as the control class. The experimental class used the *Cooperative Learning* type *Team Game Tournament* (TGT) and the control class used *Scientific Approach* in learning writing narrative text.

B. Research Design

In this research, the research design applied was quasi-experimental design. The writer chose the experiment class and control class. The experimental class was the class

which was taught using *Cooperative Learning* while the control class was the class used to measure the result of the *Scientific Approach*. According to Hatch and Farhady (1982) cited in Maulana (2016), a quasi-experimental design is practical compromises between true experimental and the nature of human language behavior which we wish investigate.

C. Population and Sample

1. Population

According to Hannagan (1983) in Selinger (1988), a population is a group of people or items about which information is being collected. The population of this research was the ten grade students of SMK MOHAMAD TOHA Cimahi in the academic year of 2018/2019.

2. Sample

The sample is part of the number and characteristics of the population (Sugiono, 2010). The writer took two classes from the tenth grade students of SMK MOHAMAD TOHA Cimahi in the academic year of 2018/2019 as a sample used *Cooperative Learning* type TGT and *Scientific Approach*. The writer chose X PM 1 as the experimental class and X PM 2 as the control class. There were 31 students of X PM 1 student and 31 students of X PM 2.

D. Instrument of the research

The analysis of the result of the instrument was also tested to figure out whether the data were valid and reliable or not, so that it could be used as a research instrument. According to Zedeck (2014) cited in Sadikin, et al (2019:66) instrument is any tool, or other means by which researcher assess or gather data about study participants. An instrument is a tool used to measure variables in order to collect data. To answer the research question, the writer uses three instruments namely the test, the observation, and the interview.

For finding the instrument result, test validity and reliability was used by the writer.

a. Validity

For finding of validity test, the writer conducted a test to 12 TKJ B students. It intended to avoid some question that was not appropriated. Based on Kaswan (2019) validity has three kinds, such as content validity, criterion validity, and constructs validity.

Table 3.1
Validity Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlatio n	Cronbach' s Alpha if Item Deleted
Content	97.10	103.557	.809	.758
Organizati on	108.13	137.583	.720	.792
Vocabular y	107.32	137.026	.678	.800
Language	107.58	104.252	.727	.794
Mechanics	131.87	179.716	.523	.860

Based on the table 3.1 above, the Total Item Corrections test in the validity tests showed if the value is more than 0.3, the data is valid.

b. Reliability Test

The reliability test is used by the writer for evaluating SPSS version 17.0 for evaluating the questions given to students, the method used was the same with validity, and used SPSS version 17.0 to evaluated, the question that gave for students understand or not. The according to Berkman & Reise (2012) in Kaswan (2019) the data can be reliable or unreliable, if score of significant = 0.00 from average measures less than 0.05.

Table 3.2
Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.950 ^b	.898	.975	38.682	30	30	.000
Average Measures	.974 ^c	.946	.988	38.682	30	30	.000

Based on the data, the value of significant reliability p (Sig = 0,000) of the average size was less than 0.05. If the result two classes were more than 0.8, then the data was reliable. The result of the reliability above seen from Average Measures Interclass Correlation was 0.974 so that the data was reliable.

1. Data Collection Techniques and Analysis

1. Data Collection Techniques

Data collection was important because know procedure in this research. This research used a test to collect the data. Before given the pretest, the writer did the validity test to the twelve students of SMK MOHAMAD TOHA Cimahi.

The procedures on determining data collection technique as follows:

a. The Pre-test

The pre-test was conducted by the teacher before given the treatment using the *Cooperative Learning* type *Team Game Tournament* (TGT) and *Scientific Approach*. There was 1 essay question about the narrative text, and they were asked by the teacher to choose existing narrative text title on the paper pretest. For each student, if the student correctly in narrative text writing would give the highest score was 100. Both of the classes, the experiment class and the control class were given the same test by teacher. The purpose of the pre-test was to know their knowledge of narrative text before the treatment.

b. Treatment

The treatment was given by applying *Cooperative Learning* type *Team Game Tournament* (TGT) in the experimental class and *Scientific Approach* in the control class, the learning was given by students after the pretest. The writer did the treatment in six meetings for two classes.

c. Observation

The writer use direct observation in the teaching and learning process to get that the information the writer needed. For that, as the implementation of narrative text writing use techniques two approach.

d. Post-test

The posttest was given the students after the treatment. It was given both of the experimental class and the control class. It aimed to see the difference students in writing narrative texts. For each student, if the student correctly in narrative text writing would give the highest score was 100.

e. Interview

Interview was used as a guide when the writer conducted interview with the students, therefore the interview would be in the right procedure.

Table 3.3
Data Collection Technique

No	Date	Time	Activity
1	January 11 th 2019	10.00 – 11.00	Give and asking for permission to do a research in SMK MOHAMAD TOHA Cimahi.
2	January 15 th 2019	09.00 – 11.00	Meeting with the principal to ask permission.
3	January 17 th 2019	09.00 – 11.00	Meeting with the tutor English teacher at 10 and 11 grade students
4	January 23 2019	08.20 – 10.20	Giving pretest in Experiment Class.
5	January 24 th	07.00 –	Giving pretest in

	2019	09.00		Control Class.
6	January 30 th 2019	08.20 – 10.20		1 st treatment in Experiment Class.
7	January 31 th 2019	07.00 – 09.00		1 st treatment in Control Class.
8	February 6 th 2019	08.20 – 10.20		2 nd treatment in Experiment Class
9	February 7 th 2019	07.00 – 09.00		2 nd treatment in Control Class.
10	February 13 th 2019	08.20 – 10.20		2 nd treatment in Experiment Class.
11	February 14 th 2019	07.00 – 09.00		2 nd treatment in Control Class.
12	February 20 th 2019	08.00 – 10.20		3 rd treatment in Experiment Class.
13	February 21 th 2019	07.00 – 09.00		3 rd treatment in Control Class.
14	February 27 th 2019	08.00 – 10.20		4 th treatment in Experiment Class.
15	February 28 th 2019	07.00 – 09.00		4 th treatment in Control Class.
16	March 6 th 2019	08.00 – 10.20		Giving posttest in Experiment Class.
17	March 14 th 2019	07.00 – 09.00		Giving posttest in Control Class.
18	March 21 2019	07.00 – 10.00		Closure, with teachers and staff in SMK MOHAMAD

			TOHA Cimahi.
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2. Scoring

The writer conducted the assessment of the pretest and posttest that have been done to get the data. The process scoring or assessment was provided on the scales of the scoring guide from Jacobs et al, (1981) in Weigle, (2002:116), Jacob's assessment consists of five aspects is content, organization, vocabulary, language use, mechanics. The detail scoring Jacob's in writing was showed as follow:

Table 3.4

(Scoring Rubric Writing a Narrative text Jacobs et al, 1981 in Weigle, 2002: 116)

Score	Level	Criteria
CONTENT	30 – 27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26 – 22	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detailed

	21 – 17	FAIR TO POOR : limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	VERY POOR : does not show knowledge of subject, non- substantive, non pertinent, or not enough to evaluate
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well organization, logical sequencing, cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	FAIR TO POOR : non – fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	VERY POOR : does not communicate, no organization, OR not

		enough to evaluate
Vocabulary	20 - 18	EXCELLENT TO VERY GOOD : sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register
	17 – 14	GOOD TO AVERAGE : adequate range, occasional errors of word / idiom form, choice, usage but meaning not obscured
	13 – 10	FAIR TO POOR : limited range, frequent errors of word / idiom form, choice, usage, meaning confused or obscured
	9 – 7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Language Use	25 – 22	EXCELLENT TO VERY GOOD : effective complex constructions, few errors of agreement, tense, number, word order/ function,
	21 – 18	

	17 – 11	articles, pronouns, prepositions
	10 – 5	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured. FAIR TO POOR : major problems in simple / complex constructions, frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling,
	4	punctuation, capitalization, paragraphing.
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	FAIR TO POOR:
		VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Based on the rubric from Jacob, (1981) in Weigle, (2002: 116) the highest score was 100. In obtaining the total, it can be formulated as follows:

SCORE:

Content + Organization + Vocabulary + Language Use + Mechanics = (TOTAL SCORE)

3. Data Analysis

In analyzing the data, the writer used SPSS (Statistical Package of Social Sciences) version 17.0. Before conducted the treatment, the writer gave the pretest and after that, the writer gave students the treatment *Cooperative Learning* type with *Team Game Tournament* (TGT) as the experimental class and the *Scientific Approach* as the control class in writing narrative text. In the next steps, the writer gave the posttest to find out the result from the treatment. In to be able to answer the research question, the writer used several formulas:

4. Research data analysis

a. Pretest analysis

Pretest analysis was conducted by the writer before doing the research. The analysis of the experimental class and control class were carried out at the beginning of the meeting. The aimed of analysis was that the two class from the same point.

1. Normality

A normality test was conducted to determine the initial data, which was seen from the pretest values in the experiment class and control class. The normality test in this study used

SPSS version 17.0 with a test Kolmogorov because the number of samples for students was less than 31.

Rules of decision making :

If $\text{Sig} > 0,05$, then H_0 is accepted, means that data is normally distributed.

If $\text{Sig} < 0,05$, the H_0 is rejected, which means the data is not normally distributed.

2. Nonparametric Test (Mann Whitney)

In this research, nonparametric test will be used by writer compare the significant two averages if the data were not normally distributed. Nonparametric statistic was broad statistical categories.

The hypothesis is as follows:

$H_0: m_1 = m_2$ (the same average)

$H_0: m_1 \neq m_2$ (the different average)

b. Posttest analysis

From the final test, the data used to test the research hypothesis, the posttest analysis was basically the same as the pretest analysis the data gave after treatment.

1. Normality Test

The steps of normality test at posttest were the same as the normal test at the pretest, namely to determine whether the data obtained was normally distributed or not.

Rules of decision making :

If $\text{Sig} > 0,05$, then H_0 is accepted, means that data is normally distributed.

If $\text{Sig} < 0,05$, the H_0 is rejected, which means the data is not normally distributed.

2. Nonparametric Test (Mann Whitney)

In this research, nonparametric test was used to compare the significant two averages from if the data were not normally distributed. Nonparametric statistic was broad statistical categories.

The hypothesis is as follows:

$H_0: m_1 = m_2$ (the same average)

$H_a: m_1 \neq m_2$ (the different average)

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter discusses result and discussion of the data from the research about the *Cooperative Learning* and *Scientific Approach* to teach writing narrative text using SPSS program software. It includes students pretest, posttest, implementation, difficulties and discussion.

A. Results

The data which collected in this research were analyzed to find out the significant differences between students' writing who were taught by using *Cooperative Learning* and by using *Scientific Approach* teaching writing narrative text. The writer conducted several steps or procedures in analyzing the data, they were assessing pretest, posttest class experiment and control, testing of normality, nonparametric (Mann-White U). The following was the detailed explanation about the research findings based on the steps or procedures which done in analyzing the data.

1. Data Statistics

The result of descriptive statistic test shows the minimum, maximum, mean and standard division using SPSS version 17.00. The descriptive statistic pretest and posttest of the experimental class and the control class as below:

a. Descriptive Statistic

Table 4.1
Descriptive Statistic

Variable		Experimental Class		Control Class	
		Pretest	Posttest	Pretest	Posttest
Writing Skill	N	31	31	31	31
	Mean	69.00	71.32	67.29	59.77
	X-max	80	84	85	84
	X-min	45	48	53	45
	Stdev	7.052	6.794	7.725	8.988

Based on the data, of SPSS version 17.0, the data showed that the mean of pretest experimental class was 69.00 and the mean posttest experimental class was 71.32. The result minimum score in pretest was 48.00 and the maximum score was 84.00. For the result minimum score in posttest was 48.00 and the maximum score was 84.00.

The data showed that the mean of pretest in control class was 67.29 and the posttest control class was 59.77. The result minimum score in pretest was 46.00 and the maximum score was 81.00. For the result minimum score in posttest was 45.00 and the maximum score was 84.00.

b. Pretest Data Statistics

1. Normality Test

The normality test was used to find out whether the research data was normality distributed or not. The results of the calculation of the pretest data normality test were presented in table 4.2

Table 4.2
Tests of Normality

	met ode	Kolmogorov- Smirnov ^a			Shapiro-Wilk		
		Statisti c	Df	Sig.	Statisti c	Df	Sig.
pretest_ek	Ek	.169	31	.024	.899	31	.007
_co	Co	.128	31	.200*	.934	31	.055

Based on the table 4.2 above was found the significant value both of the test Kolmogorov-Smirnov and Shapiro-Wilk test $\text{Sig} > 0.05$ the data was normally distributed. The Kolmogorov-Smirnov test the pretest experimental class $\text{Sig} = 0.024 < 0.05$ the data was not normally distributed, the pretest control class $\text{Sig} = 0.200 > 0.05$ the data were normally distributed, in the table above showed that data not normally distributed, so the writer proceed to the Mann-White U test.

Table 4.3
The Result of the Test Calculation Mann-Whitney U
Pretest Data

			pretest_e k_co
Mann-Whitney U			414.000
Wilcoxon W			910.000
Z			-.938
Asymp. Sig. (2-tailed)			.348
Monte Carlo	Sig.		.358 ^a
Sig. (2-tailed)	95%	Lower Bound	.349
	Confidence	Upper Bound	.368
	Interval		
Monte Carlo	Sig.		.179 ^a
Sig. (1-tailed)	95%	Lower Bound	.172
	Confidence	Upper Bound	.187
	Interval		

From the results of the Mann Whitney U test above, it can be seen that the Sig. (2 - tailed) was 0.348 it means that the value of Sig was > 0.05 . Thus, it can be concluded that H_0 was accepted. In other words, there was no significant differences in students' writing narrative text used *Cooperative Learning* and the *Scientific Approach*.

c. Posttest data statistic

1. Normality Test

Table 4.4
Tests of Normality

	Met ode	Kolmogorov- Smirnov ^a			Shapiro-Wilk		
		Statist ic	Df	Sig.	Statist ic	Df	Sig.
posttest_e	Ek	.229	31	.000	.838	31	.000
k_co	Co	.129	31	.200*	.935	31	.061

Based on the table 4.4 above, the significant value both of the test Kolmogorov-Smirnov and Shapiro-Wilk test $\text{Sig} > 0.05$ then the data was normally distributed. The value in table test of normality was the p-value based on the null hypothesis test. The Kolmogorov-Smirnov test data obtained was the value of the posttest experimental class then $\text{Sig} = 0,000 < 0.05$ then the data is not normally distributed, the posttest experimental class value then $\text{Sig} = 0.000 > 0.05$ then the data was normally distributed, the value of the posttest control class $\text{Sig} = 0.200 > 0.05$ then the data was not normally distributed, and the posttest class control value then $\text{Sig} = 0.200 > 0.05$ then the data was normally distributed. In the table 4.4 above shows that the data were not normally distributed, so the writer proceed to the Mann-Whitney U test

Table 4.5
The Result of the Test Calculation Mann-Whitney U
Posttest
Test Statistics^b

	postest_e k_co		
Mann-Whitney U	98.500		
Wilcoxon W	594.500		
Z	-5.397		
Asymp. Sig. (2-tailed)	.000		
Monte Carlo Sig.	.000 ^a		
Sig. (2-tailed)	95%	Lower Bound	.000
	Confidence	Upper Bound	.000
	Interval		
Monte Carlo Sig.	.000 ^a		
Sig. (1-tailed)	95%	Lower Bound	.000
	Confidence	Upper Bound	.000
	Interval		

a. Based on 10000 sampled tables with starting seed 926214481.

b. Grouping Variable: metode

From the results of the Mann Whitney U test above, it can be seen from Sig. (2 - tailed) was 0.000 it means that the value of Sig. < the significance value was 0.05. So it can be concluded that H_0 is rejected, it means there was a

significant difference in students writing used *Cooperative Learning* and the *Scientific Approach*.

B. The Implementation of Cooperative Learning and Scientific Approach

Before the experimental class and the control class given the treatment, both of classes were tested by pretest to determine whether there were significant differences in initial abilities. In the next process, the writer was conducted the treatment in the experimental class and control class. The treatment was conducted five times meeting in each class. At each meeting the writer implemented *Cooperative Learning* type *Team Game Tournament* in experimental class and *Scientific Approach* in control class. The following are the result of implementation of both of classes.

- a. The application of the *Cooperative Learning* type *Team Game Tournament* was carried out in the experimental class, namely the X PM 1 class. The writer explains the material about a narrative text with the *Cooperative Learning* type *Team Game Tournament* (TGT), namely group activities, tournaments, score calculation, and group awards. The details of the experimental class learning process were as follows.

In the first meeting, the learning process in the experimental class explained the function of social

narrative texts. Then, the writer divided students into 6 groups consisting of 5-6 students. The teacher gave questions about the narrative text. After that, students in groups discussed and answered the questions contained in social functions with their respective answers. Each group got the score if the answer was correct. The groups that exceed the score determined as the group got an award. This award was in the form of points. The activities at the first meeting were as follows.



Figure 4.1
First Meeting: Students' Activities in Experimental Class

In the second meeting, the learning process in the experimental class was to explain the structure of the narrative text. Then, the writer divides students into 6

groups consisting of 5-6 students. The teacher gave questions about the structure of narrative texts. After that student were given examples of text structures in narrative texts. Then each group writes structure text types in narrative texts. Each group got the score if the answer was correct. The groups that exceed the score and have been determined the group got an award. This award was in the form of points. The activities at the second meeting were as follows.



Figure 4.2
Second Meeting: Students' Activities in Experimental Class

In the third meeting, the learning process in the experimental class was to explain the linguistic elements of the narrative text. Then, the teacher divided students into 6 groups consisting of 5-6 students. The teacher gave

questions about the linguistic elements of narrative texts. After that, the students write and discussed examples of linguistic elements in narrative text. Each group got the score if the answer was correct. The groups that exceed the score and have been determined the group got award. This award was in the form of points. The activities at the third meeting were as follows.



Figure 4.3
Third Meeting: Students' Activities in Experimental Class

In the fourth meeting, the learning process in the experimental class was explained social functions, text structures, language elements, narrative texts and examples of narrative texts. Then, the writer divides students into 6 groups consisting of 5-6 students. The teacher gave questions about social functions, text structures, and

language elements of narrative texts. Each group got the score if the answer was correct. The groups that exceed the score and have been determined the group got award. This award was in the form of points. The activities at the fourth meeting were as follows.



Figure 4.4

Fourth Meeting: Students' Activities in Experimental Class

In the fifth meeting, the learning process in the experimental class was to explain social functions, text structures, language elements of narrative text and examples of narrative texts used type *Team Game Tournament*. Then, the writer divides students into 6 groups consisting of 5-6 students. The teacher gave questions about social function, structure text, and elements of narrative text. . After that, students' were given questions in each group. One by one

student's chose questions forward, when students answered questions quickly, and they wrote in front of class, other members also helps when answering questions so that each group must be able to work together. After the game tournament, each group got points. The results of the points were accumulated from the first until the last of the meeting. After the points accumulated, the writer got the group was the winner and get the reward.



Figure 4.5
Fifth Meeting: Students' Activities in Experimental Class

b. The Implementation of *Scientific Approach*

The students X PM 2 as the control class used the *Scientific Approach*. The writer explains the material about the narrative text with the *Scientific Approach* that includes five stages namely observing, questioning, exploring, associating, and communicating. The details of the learning process control class in the classroom were as follows.

In the first meeting, the learning process used the *Scientific Approach*. Students were divided into 9 groups consisting of 3-4 students. The writer was to explain the function of social narrative texts. Then the writer divides students into 6 groups consisting of 5-6 students. The activities at the first meeting were as follows.



Figure 4.6
First Meeting: Students' Activities in Control Class

In the second meeting, the learning process in the control class was to explain the structure of the narrative text. Then, the writer divided the students into 9 groups consisting of 3-4 students. The teacher gave questions about the structure of narrative texts. After that student were given examples of text structures in narrative texts. Then each group write structure text types in narrative texts. The activities at the second meeting were as follows.



Figure 4.7

Second Meeting: Students' Activities in Control Class

In the third meeting, the learning process in the control class was to explain the linguistic elements of the narrative text. Then, the teacher divides students into 9 groups consisting of 3-4 students. The teacher gave questions about the linguistic elements of the narrative text. After that, each of them write and discusses examples of linguistic elements in narrative texts. The activities at the third meeting were as follows.



Figure 4.8
Third Meeting: Students' Activities in Control Class

In the fourth meeting, the learning process in the control class was to explain social functions of text structures. Then, the writer divided the students into 9 groups consisting of 3-4 students. The teacher gave questions about social function, text structure. Each group did the activity correctly. The activities at the fourth meeting were as follows.



Figure 4.9
Fourth Meeting: Students' Activities in Control Class

In the fifth meeting, the learning process in the control class was to explain the elements of language, narrative texts, and examples of narrative texts, and games. Then, the writer divided the students into 9 groups consisting of 3-4 students. The teacher gave questions about language text narrative elements. After, that student's was given a game in the form of questions in each group to compile the sample narrative text correctly. Each group got points, the points accumulated from the game the teacher got the group of the winner and the teacher given a reward.



Figure 4.9

Fifth Meeting: Students' Activities in Control Class

During the learning process, students were very active and enthusiastic in participated in learning activities. This was very good for learning. After learning, the experimental class and the control class were completed with the final test, posttest.

C. Students' Difficulties

In the next step, the writer identified several problems with the teaching and learning process. The interview was conducted on March 21, 2019. In this study, respondents in

the data interviewed were students of class X PM 1 as the experimental class and X PM 2 as the control class. There were 18 students took by interviewing 9 students in class X PM1 and X PM2.

Based on the results of interviews with students, they said that they had not mastered various vocabulary and grammar and did not have good understanding of the types of narrative text.

In this case, there were similarities and differences in the result of interviews with student’s experimental class and control class. The writer did an interview of the students selected from the experimental class and control class. The interview answered the research question number three, how students difficulties in writing narrative text. The teacher gave questions to nine students who were chose from who got high, medium, and low score. From the interview result, the writer took three similarities in the difficulties experienced by the students in two classes, the first was the students did not know the meaning of text because of limitations vocabulary, it can be seen from the result of the following interview:

**Table 4.6 Interview Result Student’s Difficulties
Experimental Class**

Teacher’s Questions	Students Answer
Do you have any difficulties in writing narrative text if	Students 1 in experimental class:” in my opinion miss I

yes what is it?	have difficulties in terms of vocabulary”.
	Students 5 in experimental class:” yes, because I know the story but can’t use English, because I don’t memorized vocabulary “.
	Students 8 in experimental class: “yes miss, I have difficulties in vocabulary”.

Teacher’s Questions	Students Answer
Do you have any difficulties in writing narrative text if yes what is it?	Students 3 in experimental class: “yes miss is difficulties in grammar so sometimes I can’t combine the sentence”.
	Students 6 in experimental class: “yes, because I don’t understand grammar”.
	Students 9 in experimental class: “yes miss, I have difficulties in grammar”.

Based on the result interview above, in learning narrative text most of the students find some difficulties when writing narrative text correctly especially in spelling vocabulary and grammar. Besides, the used of *Team Game Tournament* at the first time made some students confused. The students really interested in learning activity and also students participated. The activity students during learning process the students such as learning in group and the students were enthusiastic to learn used *Team Game Tournament*.

**Table 4.7 Interview Result of Students Difficulties
Control Class**

Teacher’s Questions	Student’s Answer
Do you have any difficulties in writing narrative text if yes what is it?	Students 3 in control class: “yes, because I have difficulty in vocabulary”.
	Students 5 in control class: “because I don’t know vocabulary”.
	Students 7 in control class: “yes, I confused in translated vocabulary into English”.

Teacher’s Questions	Student’s Answer
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Do you have any difficulties in writing narrative text if yes what is it?	Students 2 in control class: “yes miss, I don’t know about arrange word with correct grammar”.
	Students 8 in control class:” yes, because I don’t know in grammar”.
	Students 9 in control class: “yes, because I don’t understand about grammar”.

Teacher’s Questions	Student’s Answer
Do you have any difficulties in writing narrative text if yes what is it?	Students 1 in control class: “yes miss, I have because I don’t know step or generic structure, they had confused in organize”.
	Students 6 in control class:” I think do not understand in terms organization”.
	Students 4 in control class: “yes, I don’t know generic structure narrative text”.

Based on the result interview above, most of the students were still found difficulties when writing narrative text correctly especially in spelling, vocabulary, grammar and organization. Besides, the students confused when learning used *Scientific Approach*.

D. Discussion

This section is the discussion of the research result. Based on the data gained from students' scores in the pretest and the posttest, the data of pretest scores of experimental class and control class are calculated by using normality test of distribution. The normality test of distribution showed that the data pretest scores of experimental class were not normally distributed and the data pretest scores of control class were normally distributed, therefore this calculation can proceed directly to the Mann Whitney- U to know the difference pretest result of the experimental class and control class. The result of Mann Whitney- U shows that scores significant (2-tailed) was 0.358 it was more than 0.05 (Sig > 0.05). Then null hypothesis is accepted and alternative hypothesis is rejected. In conclusion, the students initial writing skills of experimental class and control class were equal and there is no significant difference between the two initial skills in English writing skills.

The data of posttest scores of experimental and control classes were calculated using normality test of distribution. This normality test of distribution showed that

the data of posttest scores of experimental class was not normally distribution and the data of posttest scores of control class was normally distribution, therefore this calculation can proceed directly to the Mann Whitney-U. The result of Mann Whitney-U shows that scores significant (2-tailed) was 0.000 it was less than 0.05. Then the null hypothesis is accepted and means that there was significant difference between students who are taught using *Cooperative Learning* and students who are taught using *Scientific Approach* in teaching writing narrative text.

The statistical results of this study indicated that is accepted (H_0) and (H_1) is rejected. Which statistical results showed there was significant difference between students who are taught by using *Team Game Tournament* as a technique of *Cooperative Learning* and students who are taught by using *Scientific Approach* in teaching writing narrative text. It is similar with previous study that was conducted by Larson (2010) which entailed “*Verbal ability and Cooperative Learning transfer effects*”. The result showed that the implementation of the *Cooperative Learning* type *Team Game Tournament* is effective towards improving students writing skill.

From the observation checklist of the experimental class, the result showed that the implementation of *Team Game Tournament* as type of *Cooperative Learning* could make the students more active to learn English. The teaching learning process was also interactive between the writer and students. So, most of them felt fun in the teaching and learning process of writing narrative text using *Team*

Game Tournament. It was supported with benefits of *Team Game Tournament* technique by Prasetyo (2012) in Adella (2017) as one of the teaching technique in teaching and learning process, the students are more active during the learning process, and the students will be more active. In this study the writer tries to observe and find out the effectiveness of using *Team Game Tournament* in teaching writing narrative text.

Learning language using *Team Game Tournament* had several disadvantages. Therefore, this learning process is not enough to solve students' problem in writing narrative text and it can be seen from interview result. Most common problem that students faced in teaching writing narrative text is the use of language aspects namely, lack vocabulary, lack grammar and lack organization about narrative text. They cause most of students have lack comprehension about language aspects. It is supported by Heaton (1975) that writing skill is complex and sometimes it is difficult to teach. The basic point that makes writing difficult is the use of language aspect or ability in written grammar, and vocabulary. Responding to this case, English teacher should give pay more attention to the students in gave knowledge about language aspects.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The further explanation of each part is described as follow:

A. Conclusions

This research was conducted in SMK MOHAMAD TOHA Cimahi to the students of 10th grade. Based on the data analysis, the result shows that there was statistically significant differences between pretest and posttest in experiment class and control class, because the mean score pretest experimental class was 69.00 and the mean posttest experimental class was 71.32. The result minimum score in pretest was 48.00, and the maximum score was 84.00. For the result minimum score in pretest was 48.00 and the maximum score was 84.00.

The data show that the mean of pretest control class was 67.29 and the mean posttest control class was 59.77. The result minimum score in pretest 46.00 and the maximum score was 81.00. The result minimum score in posttest was 45.00 and the maximum score was 84.00.

Then from the experimental class the pretest normality Sig. $0.024 < 0.05$ and the control class Sig. $0.200 > 0.05$ then pretest data (Mann Whitney-U) obtained Sig (2-tailed) = $0.358 > 0.05$. Based on the

data analysis it can be concluded that the pretest was no difference. The normality test of posttest in experimental class Sig. 0,000 < 0.05 and the control class Sig. 0.200 > 0.05 then continued (Mann Whitney-U) analysis of the posttest data obtained Sig (2-tailed) = 0,000 < 0.05. The conclusion in the posttest analysis is there the differences.

B. Suggestions

After making the conclusions of the research, some suggestions for the English teacher, the students, and the other researcher on this subject were presented below:

1. For the English Teacher

The teacher must be able to choose appropriate learning approach that increases student's motivation in the teaching and learning process. It is better if the teacher used the interesting approach. One the approach to teaching writing used a game.

2. For the Students

The students should manage themselves to always have positive attitude towards English. They also should have motivation on learning for their own benefits. It is important for them to always practice writing so that they could improve their skills. In addition, they should always actively participate in

the process of teaching and learning and do the tasks by the teacher. They also should manage themselves to work in pairs, in group, or individually.

3. For other researcher

This study discusses the application both of approaches in two classes, namely experimental class and control class to improve students writing skills at SMK MOHAMAD TOHA Cimahi. This was the result of the study can be used as an additional reference for other writer, especially those related to the teaching of writing.

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