

**USING COOPERATIVE LEARNING IN TEACHING WRITING
A REPORT TEXT TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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For Obtain the Strata One (S1) Degree*



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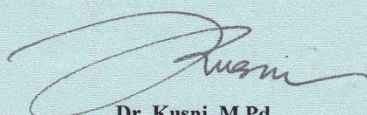
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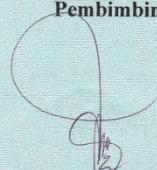
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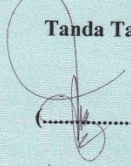
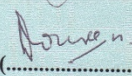
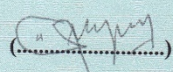
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ABSTRAK

Syafitri, Dewi. 2011: *Using Cooperative Learning In Teaching Writing a Report Text to Junior High School Students*. Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. UNP

Pembimbing: Dra. Yenni Rozimela, M.Ed, Ph.D

Kemampuan menulis merupakan salah satu bagian yang penting dalam mempelajari Bahasa Inggris. Menulis merupakan suatu kegiatan bagi siswa untuk menuangkan pikiran, pendapat, ide-ide maupun gagasannya. Siswa-siswa SMP diharapkan memiliki kemampuan menulis dalam bentuk teks, salah satunya yaitu *report text*. Namun disayangkan hal ini sangat sulit untuk dicapai. Ini disebabkan karena mereka sering kesulitan dalam menyampaikan ide-ide mereka dalam bentuk tulisan, keterbatasan kosa kata, dan penggunaan grammar yang belum tepat. Untuk membantu siswa dalam hal menulis, makalah ini mencoba untuk membahas salah satu model pengajaran menulis dalam Bahasa Inggris yaitu penggunaan “**Cooperative Learning**”.

Dalam menggunakan model “**Cooperative Learning**” ini, guru membagi siswa dalam kelompok secara heterogen (bermacam ragam) tingkat kemampuan akademiknya. Maka dalam satu kelompok, terdapat siswa yang berkemampuan akademik tinggi, menengah dan rendah. Biasanya setiap kelompok terdiri dari empat orang. Selanjutnya guru memberi tugas kepada setiap kelompok untuk membuat sebuah esai *report text*. Dalam model ini, setiap anggota kelompok berbagi tugas dan bertanggung jawab atas tugasnya masing-masing. Setiap anggota kelompok memiliki ketergantungan satu sama lain dalam menyelesaikan tugas esai *report text* nya. Tanpa siswa B, esai *report text* kelompok tidak akan lengkap dan begitu juga tanpa siswa A, C dan D. Jadi, siswa dalam kelompoknya harus saling bekerja sama satu sama lain dan saling membantu anggotanya yang lemah.

Dengan menerapkan model “**Cooperative Learning**” dalam pengajaran keterampilan menulis Bahasa Inggris, guru diharapkan dapat membantu kesulitan siswa dan meningkatkan motivasi siswa dalam menulis.

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Finally, I honestly admit that this paper is not perfect; hence, any constructive critics, suggestions, and advice from the readers are highly appreciated for the improvement of this paper.

Padang, January 2011

The writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is an of important language skill that must be mastered by students. Through writing, the students can express and exchange their ideas, thoughts, feeling, and experiences to others. Beside that, the students can also transfer information and knowledge to others. In the other words, writing can be said as a means of communication between the writer and the reader.

In writing, there are some of aspects that the students must consider. The aspects are vocabulary, spelling, grammar, mechanics, organization idea and cohesion. When the students are writing something, they have to consider these aspects. Thus, the complexity aspects of writing make it becomes difficult skills for students.

Based on the Curriculum Based Competency (CBC) and School Based Curriculum (KTSP) for junior high school, the students are expected to be able to communicate in English well both oral and written forms. The curriculum also implies that writing should be taught by using genre-based approach. The students are introduced to reading texts about social functions, generic structures, and grammatical features of the text. They are expected to be able to write their own texts with the right order of generic structure and the correct use of language features of the text.

In junior high school, there are five kinds of texts that are taught by English teachers. They are descriptive, recount, narrative, procedure and report text. These kinds of the text are taught from the year seven up to year nine, but the kinds of text used are different based on the student's level. For year seven, the texts are descriptive and procedure. For year eight, the texts are descriptive, recount and narrative. For year nine, the texts are procedure, narrative and report. (Depdiknas 2006)

Based on the writer experience when doing teaching practice at SMPN 15 Padang and some explanations from English teacher in this school, it was found that the students have problems in writing the five kinds of text; one of them in writing report text. In writing report text, the students had difficulties related to the generic structure and language features of the report text. In addition, the students sometimes had difficulties in expressing ideas. These made their writing results too short and not as expected by the teacher. In vocabulary, they tended to use the same words many times and translate them from Indonesian into English. Moreover, they also had problem in using punctuations.

Due to the reasons above, the teacher should find a good model of teaching to help the students in writing. One of the models to help the students to write is by using cooperative learning. In using cooperative learning, the teacher divides the students into group by heterogeneous ability in academic, which consists of the students who have high, average and low academic ability in one group. Normally, each group consists of 4 or 5 students so that the cooperation runs effectively. In

cooperative learning, each member of group has responsibility for their members to understand and to write a report text well. The students in group have to cooperate in helping their members. Therefore, this model is a good model to help and improve junior high school student's writing ability in report text.

B. Limitation of the Problem

There are many teaching models that can be used by the teacher in teaching writing a report text. In this paper, the writer limits the discussion on how to use cooperative learning in teaching writing a report text to junior high school students.

C. Formulation of the Problem

Based on the explanation of the problem, the writer tries to formulate the question as follow "How is the cooperative learning used in teaching writing a report text to junior high school students?"

D. Purpose of the Paper

The main purpose of this paper is to explain how to use cooperative learning in teaching writing a report text to junior high school students. In addition, the writer hopes that this paper could help the teacher in teaching writing and also encourages student's motivation in writing.