

THESIS

**THE EFFECTIVENESS OF COOPERATIVE
LEARNING METHOD IN INCREASING ABILITY IN
WRITING DESCRIPTIVE TEXT OF THE EIGHTH
GRADE STUDENTS OF SMPK PUTRI ST. XAVERIUS
KEFAMENANU IN THE SCHOOL YEAR 2014/2015**



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WIDYA MANDIRA CATHOLIC UNIVERSITY
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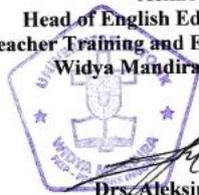


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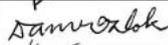
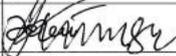
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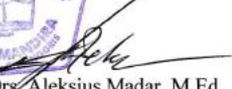
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MOTTO

"Pray as if you will die
tomorrow, and learn as if
you will live forever"

(Fridolina I. Lawalu)

DEDICATION

This thesis is particularly dedicated to:

1. One of my favorite persons in the world, my beloved auntie Antonita Oetpah (the late).
2. My beloved parents (Yanuaris Tae and Beatrix Maria Oetpah).
3. My beloved brothers, sisters and cousins (Rani, Angel, Bosco, Gonza, Julio, Ika, Arlon, Alfa, Igni, Ignas, Even, Velly, Claudya and Arabella).
4. My beloved uncle (Pater Rudolfus Oetpah, SVD)
5. My beloved almamater Widya Mandira Catholic University Kupang.

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The writer hopes that may the Almighty God always bless them.

Kupang, October 2014

The writer

ABSTRACT

This study is entitled **“THE EFECTIVENESS OF USING COOPERATIVE LEARNING METHOD IN INCREASING ABILITY IN WRITING DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENTS OF SMPK PUTRI ST. XAVERIUS KEFAMENANU IN THE SCHOOL YEAR 2014/2015”**. This study was held to find the answer of two questions, namely: (1) Is cooperative learning method effective enough in increasing ability in writing descriptive text at the eighth grade students of SMPK PUTRI ST. XAVERIUS Kefamenanu in the school year of 2014/2015? (2) To which degree is the effectiveness of cooperative learning method in increasing ability in writing descriptive text at the eighth grade students of SMPK PUTRI ST. XAVERIUS Kefamenanu in the school year 2014/2015?. This study is focused on the effect of one of cooperative learning method type namely rallyrobin in increasing students' ability in writing descriptive text. The writing components analyzed are grammar, vocabulary and form. The classroom action research was employed in this research. The subject of the research is the eighth grade students of SMPK Putri St. Xaverius Kefamenanu in the school year 2014/2015. The writer chose class B which consist of 20 students. This action research was conducted in two cycles. Each consisted of planning, acting, observing, and reflecting the action. In collecting the data, the researcher used quantitative and qualitative data. The quantitative data were taken from the writing tests. The writing test was scored based on vocabulary, grammar, and form. The quantitative analysis that was used to analyze the students' achievement before and after the cycle was implemented by using descriptive statistics, finding out the mean of the scores in the test and the improvement of the scores. Meanwhile, the qualitative data were taken from the observation sheets which were done helped by a collaborator when teaching learning process is done. The research findings are described in line with the problem statements as follows: first, by using cooperative learning method the students' ability in writing descriptive texts improves. It means cooperative learning method is effective. This is proved by the significant increase of the mean score of the pre-test, post-test cycle 1 and post-test cycle II. Second, by implementing cooperative learning method in teaching writing, the students' behavior in learning writing changes and improves their motivation as well. Moreover, they are actively involved in pair work and the class situation becomes lively and also increases the students' participation in writing class. In the teaching and learning process the students have interest and self-awareness in writing. The degrees reached are 8.4 on pre-test, 13.3 on post-test cycle I and 17.65 on cycle II which classified as excellent. Based on the result above the writer suggests first, for the English teacher to use this method to avoid the students to get bored in teaching and learning writing, second, for the students to realize that writing is one of the language skills which important that they need to learn and the writer also expects to the other researcher to conduct the further research in different field and different writing types.

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