BOOSTING STUDENTS’ WRITING MASTERY USING AUTHENTIC MATERIAL IN COOPERATIVE LEARNING (A Classroom Action Research)

A GRADUATING PAPER

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the Degree of Educational Islamic Studies (S.Pd.I) in the English and Educational Department

By:
MUHAMMAD SYAFI’I
123 10 001

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
SALATIGA 2015
DECLARATION

"In the name of Allah the Most Gracious and the most Merciful"

Hereby the writer fully declares that this graduating paper is made by the writer and it is not containing materials written or has been publishing by other people except the information from references and also the writer is capable of accounting for this graduating paper if in future this is can be proved of containing others’ ideas or in fact, the writer imitates the others’ graduating paper.

In addition, the writer really hopes that this declaration can be understood for all human being.

Salatiga, August 29th 2015

The Researcher

Muhammad Syafii
NIM. 12310001
MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)
SALATIGA
Jl. Tentara Pelajar 02 Telp (0298) 323433 Fax 323433 Salatiga 50721
Website: www.stainsalatiga.ac.id email: administrasl@stainsalatiga.ac.id

Salatiga, August 29th 2015

Rr. Dewi Wahyu Mustikasari, M.Pd.
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Muhammad Syafi’i’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.
After reading and correcting Muhammad Syafi’i’s graduating paper entitled “BOOSTING STUDENTS’ WRITING MASTERY USING AUTHENTIC MATERIAL IN COOPERATIVE LEARNING (A Classroom Action research)”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Rr. Dewi Wahyu Mustikasari, M.Pd.
NIP. 197908212011012007
GRADUATING PAPER
BOOSTING STUDENTS' WRITING MASTERY USING AUTHENTIC MATERIAL IN COOPERATIVE LEARNING
(A Classroom Action Research)

WRITTEN BY:
MUHAMMAD SYAF'I
NIM: 123 10 001

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on August, 29th 2015, and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

Board of examiners,

Head : Moh. Khusen, M.Ag., M.A.
Secretary : Rr. Dewi Wahyu Mustikasari, M.Pd.
1st Examiner : Mashlihatul Umami, S.Pd.I., M.A.
2nd Examiner : Setia Rini, M.Pd.

Salatiga, August, 29th 2015
Dean of Teacher Training and Education Faculty

[Signature]
MOTTO

*Knowledge is a light and it will not be bathed in the hearts of people who behave badly.*

~Imam Asy Syafi’i .RA~
DEDICATION

This graduating paper is whole intended dedicated for:

1. My beloved parents

2. My beloved brother (Wakhid Hasyim and Khusni Mubarok)
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb.

Alhamdulillahirabbil’ alamin, thanks to Allah because the researcher could complete this research as one of the requirements for getting Educational Islamic Studies (S.Pd.I) in the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga in 2015. Peace and solution always be given to our last prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this success would not be achieved without support from individual, people and institution. For all guidance, the researcher would like thanks to:

1. Dr. Rahmat Hariyadi, M.Pd, as the Rector of State Institute for Islamic Studies (IAIN) Salatiga, thanks for the time I spend for studying in IAIN Salatiga.
2. Suwardi, M.Pd., as the Dean of Teacher Training and Education Faculty, thanks for Islamic Education that you gave to me.
3. Noor Malihah, Ph.D., as the Head of English Education Department, thanks for your guidance.
4. Rr. Dewi Wahyu Mustikasari, M.Pd., as the counselor, thanks for advice, support, suggestion, direction and guidance from the beginning until the end of this research.
5. All of lecturers in English Education Department and all staffs who helped me to process the thesis administration.
6. My beloved parents, thanks for all support, trust, finance, encouragement, and all of your prayers for me. You are the best parents in this world. I strongly love you.

7. My beloved brother (Wakhid Hasyim and Khusni Mubarak). Thank you for all of your support. I love you.

8. My friends Muchammad Fahmi Latif, Muhammad Hafidz, Ainul Fadziah, Zainul Arifin, Amirul Bahri, Nur Ainay Rohmah, Priyo Prasetyo, thanks for your support and prayer for me.

9. My friends Miftachul Aziz, as observer, thanks for your help.

10. Mrs. Faizah, the English teacher of MTsT Al-Mustaqim, thanks for your guidance and support.

11. The big family of MTsT Al-Mustaqim, thanks for your attention and support.

12. My friends in TBI who can’t mention one by one, thanks for your support.

Wassalamu’alaikum Wr. Wb.

Salatiga, 23rd September 2015

The Researcher

Muhammad Syafi’i
NIM. 123 10 001
# TABLE OF CONTENTS

| TITLE .................................................................................................................. | i |
| DECLARATION ..................................................................................................... | ii |
| ATTENTIVE COUNSELOR NOTES .......................................................................... | iii |
| PAGE OF CERTIFICATION .................................................................................. | iv |
| MOTTO ............................................................................................................... | v |
| DEDICATION ....................................................................................................... | vi |
| ACKNOWLEDGEMENT ......................................................................................... | vii |
| TABLE OF CONTENT .......................................................................................... | ix |
| LIST OF TABLE .................................................................................................. | xii |
| ABSTRACT .......................................................................................................... | xiii |
| CHAPTER 1 INTRODUCTION ................................................................................ | 1 |
| A. Background of the Study ............................................................................ | 1 |
| B. Problems of the Study .............................................................................. | 4 |
| C. Purpose of the Study ................................................................................. | 4 |
| D. Benefits of the study ................................................................................. | 5 |
| E. Limitation of Terms .................................................................................... | 6 |
| F. Definition of Key Terms ............................................................................ | 6 |
| G. Organizing of the graduating paper ......................................................... | 7 |
| CHAPTER II THEORETICAL FRAMEWORK ..................................................... | 9 |
| A. Cooperative Learning ................................................................................. | 9 |
| B. Authentic Material ...................................................................................... | 11 |
| 1. Important Factors in Choosing Authentic Materials .................. | 12 |
2. Use of Authentic Materials .......................................................... 13

3. Advantages of Authentic Materials ............................................ 14

C. Teacher ..................................................................................... 15

1. Definition of Teacher ................................................................. 15

2. Position and Role of Teacher ..................................................... 15

3. Roles of a Teacher ..................................................................... 16

CHAPTER III RESEARCH METHODOLOGY .................................. 20

A. Type of Research ....................................................................... 20

B. Time and Place Setting .............................................................. 21

1. Time ......................................................................................... 21

2. Place ......................................................................................... 22

C. Research Procedure .................................................................. 23

1. Cycle 1 ...................................................................................... 23

2. Cycle 2 ...................................................................................... 25

D. Technique of Data Collection ................................................... 26

1. Documentation .......................................................................... 26

2. Observation ............................................................................... 27

3. Test .......................................................................................... 27

E. Role of Writer ............................................................................ 27

F. Technique of Data Analysis ....................................................... 28

CHAPTER IV FINDING AND DISCUSSION ................................. 30

A. Implementation of Cooperative Learning Method to Improve Students’ Writing Skill ................................................................. 30
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cycle 1</td>
<td>30</td>
</tr>
<tr>
<td>2. Cycle 2</td>
<td>39</td>
</tr>
<tr>
<td>B. Students’ Writing Skill Improvement After being taught Using</td>
<td>49</td>
</tr>
<tr>
<td>Cooperative Learning Method</td>
<td></td>
</tr>
<tr>
<td>C. Discussion</td>
<td>51</td>
</tr>
<tr>
<td>CHAPTER V CLOSURE</td>
<td>54</td>
</tr>
<tr>
<td>A. Conclusions</td>
<td>54</td>
</tr>
<tr>
<td>B. Suggestions</td>
<td>55</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>57</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 4.1 Result of pretest and posttest cycle 1 .................................................. 36
Table 4.2 Complete sentence.................................................................................. 38
Table 4.3 Arrange the word..................................................................................... 38
Table 4.4 Result of pretest and posttest cycle 2 ....................................................... 44
Table 4.5 Writing skill rubric` ................................................................................. 46
Table 4.6 Table of the analysis of students’ writing ability
    improvement........................................................................................................ 51
Table 4.7 Table of the percentage of students’ writing
    Ability improvement ............................................................................................ 52

ABSTRACT

Keywords: Authentic Material, Cooperative Learning, Writing Skill.

This research is aimed to describe what the implementation of using authentic material in Cooperative Learning and describe how can authentic material as the planned solution to the problem in teaching writing class in the process of doing CAR help to improve students’ writing skills.

This research will answer these main questions (1) How is the implementation of Cooperative Learning method improve students’ writing skill of the second years students of MTsT Al-Mustaqim Susukan in the academic year 2015/2016?. (2) How is the students’ writing skill improvement after being taught using Cooperative Learning method of the second year’s students of MTsT Al-Mustaqim Susukan in the academic year 2015/2016?

25 students of the second grade students of Madrasah Tsanawiyah Terpadu (MTsT) Al-Musta’qim, Susukan 2015 were instructed through using authentic material in Cooperative Learning method to improve writing skill. The methodology of this research used Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The Mean Pre-Test score of the Cycle 1 was 67.2, percentage get more 6,5 point was 60% and the Post-Test score was 71.6 percentage get more 6,5 point was 76%. Pre-Test Score of Cycle 2 was 72.64, percentage get more 6, 5 point was 92% and the Post-Test score was 76.48. It showed an improvement 17, 71%. Percentage get more 6, 5 point was 100%. The findings show that the improvement of the students’ writing skill is significant after using authentic material in Cooperative Learning. This method increased their motivations when joining the English lesson, they were more active in the learning process than before. It increased students’ cooperation with other friends. Based on the results, the researcher recommends using authentic material in Cooperative Learning Method as the solution to improve students’ writing skill.

CHAPTER I
INTRODUCTION

A. Background of the Research

Language cannot be separated from human life. Even language is often used by human life in every activity, so it can be said that interaction is not happened without language as the medium. The activities that human life’s doing are like gathering, playing, and giving information using language as the medium. Language is a human method to express the ideas, feelings, and ability with own pleasure.

Language has an important role in society as a communication tool. Language enables people to acquire information, knowledge, communicate and cooperate along with others. As Parker (1986:12) argues that what people have to do in communication is how they use language to communicate rather than the way of language is structured internally. However, language cannot be acquired spontaneously but it needs to be learnt. Just as a baby they cannot speak as they were born, but they learn by imitating their parent and others. That’s why language needs to be learnt in order to make communication and interaction happen properly. In fact, learning a language is learning to communicate so that language learning should be directed to improve the learner's ability to communicate and its success is measured from how well the learner's use the language itself.

English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each
other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college.

Putri (2013: 2) said that learning English means learning four language skills and its components. The language skills are listening, speaking, reading, and writing, and its components are grammar, vocabulary, and sounds system. Writing is one basic skill in learning English beside listening, speaking, and reading. To write means to communicate using written language. In writing, all information is delivered through text. Writing means producing or creating a piece of text.

Writing needs an ability to organize sentences into good text. Writing also needs a lot of vocabulary mastery in order to reduce the possibility in the lack of words when they are writing sentence, paragraph, or text. It needs right language using in order the message of the writer can be received as appropriate as the reader understand of that written form. It needs a right punctuation using in order the reader catches the purposes and meanings as suitable as the writer hope and the last is the content. This is the most important part that the writer should master it. A good writer will make a good content of writing in order all of the messages that she or he means are accepted as appropriate as to the readers.

In the writing learning process, students need to understand all of the factors above to make good writing. It needs more practices in writing so the students get used to write anything they can.
Writing becomes one of the students’ difficulties in English language learning besides speaking moreover in MTsT Al-Mustaqim. According from the English teacher of MTsT Al-Mustaqim, Mrs. Faizah, students have difficulties in creating a good content, organizing several sentences into good paragraph, and language use.

She said that the students there are lack of the ability in creating good content. Actually, content is the most important part that should be paid attention. An integrated content that the writer creates should be understood by the readers. When the writer creates a bad content, the readers will not get the messages of the writing well.

She said that the students there are poor in organizing several sentences into good paragraph. When they listen the word “paragraph”, their assumptions are directly changed from English is easy to be learnt up to very terrible thing to be done. They feel so afraid to arrange words into sentences, sentences into paragraph, and paragraph into text. They are worry to make a trouble on it. This fear should be missed from their thought in order they are able to become a good writer.

MTsT Al-Mustaqim is one of the Islamic Junior High School which is located in the village. It makes students don’t have motivation to master the English especially in writing. Their assumption that English is difficult and writing is also, are still develop in that environment. The students become afraid in telling their ideas, trying to organizing sentences, and wrong using
the language. In this school, the teacher needs an appropriate strategy to overcome this problem.

Seeing these conditions, the writer finally have an idea to improve the learning by applying techniques cooperative learning and the authentic material; because the students can flock possessed the confidence to express something without having fear. In addition, the group learning, students can also improve invitation to Speak and authentic material is an excellent medium to writing skill. Based on the reasons stated above, the writer takes a title of this graduating paper “Boosting Students’ Writing Mastery using Authentic Material in Cooperative Learning” (A Classroom Action Research).

B. Problems of the Study

Based on the research background, the writer formulates some the statements of the problem as follows:

1. How is the implementation of Cooperative Learning method to improve students’ writing skill of the second years students of MTsT Al-Mustaqim Susukan in the academic year 2015/2016?

2. How is the students’ writing skill improvement after being taught using Cooperative Learning method of the second year’s students of MTsT Al-Mustaqim Susukan in the academic year 2015/2016?

C. Purposes of the Study

Considering the above problems, the purpose of the study are described as follows:
1. To describe what the implementation of Cooperative Learning method to improve students’ writing skill of the second years students of MTsT Al-Mustaqim Susukan in the academic year 2015/2016.

2. To describe what the students’ writing skill improvement after being taught using Cooperative Learning method of the second years students of MTsT Al-Mustaqim Susukan in the academic year 2015/2016.

D. Benefits of the Study

This research is expected to give useful information and contribution for the students, educators, English teachers and English academicians to know more about Authentic Material in Cooperative Learning.

1. Theoretically

   Giving some contribution to enlarge and enrich the English language teaching methodologies especially the knowledge about Authentic Material in teaching writing.

2. Practically

   a. The writer

      This research can be used as starting point in improving the writers’ teaching experience and it is hoped can contribute to help the writer to find out more about the best strategy to teach writing.

   b. The students
This research can increase students’ activeness to write and awareness to responsible on their writing skill. It is hoped that the students will be more motivated to write English well.

c. The English Teachers

This research can give an objective description to the teacher on how to teach writing to the students using Authentic Material. It is hoped that teachers can develop language teaching methods and improve the quality of teaching learning process.

d. The Other Researchers

Give more information about Authentic Material for the next researchers who will conduct with the similar problem of writing ability improvement.

E. Limitation of the Terms

Limitation of the term is necessary in order to study more effective, efficient and focused. The writer investigated class VIII of MTsT AL Mustaqim Susukan semester 1. It is only limited to discuss descriptive text.

F. Definition of the Key Terms

1. Writing Skills

Writing is a process that occurs a period of time in thinking to create an initial draft or outline (Harris, 1993: 10). Writing skill is one of the four Basic English skill beside listening, speaking, and reading.

2. CAR (Classroom Action Research)
Classroom Action Research is a method of finding out what works best in our own classroom so that we can improve student learning. It is Research refers to an accuracy towards learning activity in which it appears intentionally and occurs together in a class. The activity is given by a teacher or with a guidance from the teacher and done by the students (Arikunto, 2007:3). But every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation.

3. Student

Student is a person who attends a university, college or school for study; anyone making a serious study of a subject (Merriam, 1981:983)

G. Organizing of the graduating paper

Chapter I is the introduction which consists of the explanation of the background of the research, problems of study, purpose of study, benefit of study, limitation of terms, definition of key term, and organizing of the graduating paper. Chapter II describe the literature review, the previous study, the explanation based on the theory of students’ writing skill, the meaning of Cooperative Learning, Authentic Material and the teacher. Chapter III is Research Methodology. Chapters IV present the data analysis, which has been collected. The writer analyzes and measure how
can Cooperative Learning and Authentic Material as the planned solution to the problem in teaching writing class in Improving Writing Skill made by the second grade of students MTsT AL MUSTAQIM Susukan, Kab. Semarang, in the academic year of 2015. Chapter V is the conclusions and suggestions which carry the explanation about the conclusions and suggestions.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the writer is going to attempt to explain about the theoretical framework that includes the meaning Cooperative Learning, Authentic Material, Writing, and Classroom Action Research.

A. Previous Study

In accomplishing the research, the writer uses the previous research dealing with the topic of previous study as guidance. The first research was done by Rini Khomariah (Unniversitas Muhammadiyah Ponorogo, 2013). She conducted a research paper entitled improving students writing skill in descriptive text through communication game at the eighth grade students of SMP Negeri 1 Babadan Ponorogo in the academic year of 2012/2013. She finds many problems faced by the teacher and students. The problems are the students of SMPN 1 Babadan have many difficulties in writing skill especially make a descriptive text. There are many reasons must be solved by the researcher. The reason are; first, the students of SMP N 1 Babadan have problem in writing description text. Second, the students have less knowledge of vocabulary and grammar, so that it make them difficult to make a text.

The second research was done by Ria Hosnool Halimah (Jember University, 2013). She conducted a research paper entitled the effect of using authentic materials on the tenth grade students’ reading comprehension achievementat MA Islamiyah Syafi’iyah Sumberanyar-Paiton in the 2012-
2013 academic year. In her research, she concludes that there are some strengths in teaching speaking using authentic material. Using authentic material in teaching writing is effective in students’ performance and the students who have low capability in writing will be easy to comprehend.

B. Cooperative Learning

Cooperative learning is an instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student’s own learning as well as the learning of his or her fellow group members.

Co-operative learning is more than group work. As a strategy there is a strong emphasis on social interaction and the co-construction of knowledge. Vygotsky (1978:88) advocates that ‘human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them’.

Spencer Kagan (1989) argues that the structural approach to cooperative learning is based on the creation, analysis, and systematic application of structures or content-free ways of organizing social interaction in the classroom. Kagan explains that structures require a series of steps to be implemented into the group dynamic. Kagan lists well-known structures that have been successfully used in multiple grade levels and subject areas.
1. **Key Component of Cooperative Learning**

   The key component of cooperative learning as follows (Jhonson, Sharan: 1992):

   a. **Positive Interdependence**

      The feeling among a group of students that what helps any member of the group helps everyone in the group, and what hurts any member of the group hurts everyone in the group.

   b. **Individual Accountability**

      Encouraging everyone in the group to participate in group work and Individual is accountable for the success of the group.

   c. **Collaborative (Social) Skills**

      Skills such as communicating, cooperating, assessing, delegating, etc. are essentials for success either inside or outside of school. The teacher needs to establish rules so that all students are respectful, speak in a manner appropriate to the classroom setting, and utilize their time wisely during group interaction.

   d. **Face to Face Interaction**

      Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge.
e. **Processing Group**

After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Processing group interaction has two aspects:

1. Particular members can be praised for the specific time they helped to explain a difficult point to their group mates.

2. The group should discuss what in their interaction needs to be improved (e.g. they may feel that their group did not stay on task)

C. **Authentic Material**

Kilickaya (2004:65) defines authentic material as introduction to real language and its use in its own community. Harmer (2002:182) defines authentic material which are designed for native speaker, they are real text, designed not for language students, but for speaker of the language. From those definition, what can be underlined about authentic materials are not designed for language teaching but designed for native speaker, and bringing the real outside into classroom.

The form of authentic material example are abound, but the most commonly used perhaps are: newspaper, TV programs, menus, magazines, the internet, movies, song, brochures, comics, literature (novel, poems and short stories) and so forth (Martines, 2002). This is can help the writer to use authentic material for research.
1. **Important Factors in Choosing Authentic Materials.**

There are some factors in choosing authentic reading materials. Taylor (1994: 7) gives four main criteria in choosing the texts used in the classroom. They are suitability of content, exploitability, readability, and presentation.

a. **Suitability of Content**

Here, the texts have been learned by the students must be interesting, because it is very important to improve their knowledge. In choosing material or texts it should be based on the students’ ability to know what they want, in this case is learning the real text. For instance, the students learn about “how to keep the healthy”.

The text above is relevant with the students’ need and of course, the students will be easier to know the authenticity of text learned in the classroom activity.

b. **Exploitability**

Exploitability is how the students increase their competence as readers, how the texts are exploited for teaching purposes, what purpose should the text be exploited, and what skills used the texts or strategies can be developed by exploiting the text itself (Taylor, 1994: 8).

c. **Readability**

In this case, the texts that have been given to the students are categorized easy or difficult, it depends on the students’ understanding
about the text. In this case, the teacher will choose the easiest materials, so that the students are able to read and understand the text. For example, “how to make a glass of coffee”. Then, the teacher gives some kinds of recipes to make it.

Then, the vocabularies used must be relevant with the students need. Because when they are given the difficult words, so they will have difficulty to understand the text, but if the vocabularies used are easy, so they will understand the text easier and the teaching and learning process will run better.

Readability is used to describe the combination of structural and lexical difficulty of a text, as well as to find a new vocabulary and some new grammatical rules. It is important to increase their knowledge in English language as a foreign language.

d. Presentation

In this case, authentic materials can be presented with variety of the texts, because the students will be bored when they are dealing with only one subject area. The authentic materials can be presented by using pictures, diagrams, photographs, etc. They will help the readers not only to understand the meaning of the texts but also how to use them. Of course, here, an attractive text will attract the readers to learn the text better.
2. **Use of Authentic Materials**

   Guerinto and Morley (2001: 2) states that the use of authentic materials is available used in classroom at post-intermediate level. Students will understand the vocabulary in the target language and all of the structures used. Guerinto and Morley (2001: 21) also say that at lower level, the use of authentic materials may be interested because students feel motivated and less frustrated. Then, they state that the use of authentic materials is a burden of the instructors in teaching the beginners, they have to spend a lot of time to prepare authentic materials. One of the main ideas of using authentic materials in the classroom is to describe the learners as much as possible about the real language.

3. **Advantages of Authentic Materials**

   Authentic materials are materials that are given to the students from the native speaker and they can be applied outside of the classroom. When the students are studying about authentic materials, they will find some problems especially language structure, and vocabulary items. Although in the authentic materials they will be faced by some problems, but they will get the advantages of using authentic materials in the classroom. According to Philips (Chavez, 1998: 270). The main advantages of using authentic materials are as follows:

   a. It has a positive effect on students’ motivation

   b. It gives authentic cultural information
c. It exposes students to the real language

d. It relates more closely to students need

e. It supports a more creative approach to teach.

One of the aims of the authentic materials is to help the students react in target language learning. Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading skills are required. Therefore, we can claims that learners are being exposed to the real language and they feel that they are learning the real language

D. Teacher

1. Definition of Teacher

Word “teacher” comes from the same vocabulary in Indian language which means “one who teaches about the release of passion” (Sambuan, Reuteers, 25 November 1997) (Suparlan, 2006:9). In the Hindu tradition, a teacher is knew as “the great sages of teachers”, is teachers who have task to galvanize the Buddhist monk candidates in bhinaya building (education place for the Buddhist monks). In Arabic, teacher known as al-mu’alim or chaplain assigned to provide science in Islamic study groups (where obtaining knowledge).

In circular Letter Education Minister and the Head of BAKN No. 57686/MPK/1989 mentioned that teacher is civil servants (PNS) are given the assignment, authority, and responsibilities by an officer authorized to
carry out education in schools, including the rights inherent in the office.

2. Position and Role of Teacher

In teaching that has high levels of SAL, the position and role of teachers is very different that teachers need to put them self as (Sudjana, 1989:31):

a. Leaders learn, means planning, organizing, implementing, and controlling the activities of students. Organize learning activities and direct means to determine how students, optimize learning resources, and encourage students’ motivation.

b. Facilitators of learning, it means providing conveniences to the students in learning activities.

c. Moderator learning, meaning that as a flow regulator and learning activities of students.

d. Motivator to learn, meaning that as a driver so that the students will do activities to learn.

e. Evaluators, that is as objective and comprehensive appraisal. As an evaluator of teachers shall supervise, monitor student learning and learning outcomes are achieved.

3. Roles of a Teacher

All roles, after all, aim to facilitate the students” progress in some way or other, and so it is useful to adopt more precise terms than facilitator as the
sections below indicate (Harmer, 2001: 57).

a. Controller

When teachers act as controllers they are in charge of the class and the activity taking place in a way what is substantially different from a situation where students are working on their own in groups. Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

b. Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities. This often involves giving information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

c. Assessor

One of the things that students expect from their teacher is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

d. Prompter

Sometimes, when students are involved a role-play activity, for example, they lose the thread of what is going on, or they are lost for
words (i.e. they may still have the thread but be unable to proceed productively for lack of vocabulary). They may not be quite sure how to proceed. What should the teachers do in these circumstances? Hold back and let them work things out for themselves or, instead, nudge them forward in a discreet and supportive way? If we opt for latter, we are adopting some kind of a prompting role.

e. Participant

There are good reasons why we want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as resource.

f. Resource

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something a book or a website for example. This is where we can be one of the most important resources they have.

g. Tutor

When students are working on longer projects, such as pieces of writing or preparations for a talk or debate, we can act as a tutor, working
with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations we are combining the roles of prompter and resources, acting as a tutor.

h. Observer

When observing students we should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all time. Observing for success often gives us a different feel for how well our students are doing.
CHAPTER III

RESEARCH METHODOLOGY

H. Type of Research

Research methodology is science that learns about research method or research instrument (Sofanudin, 2009:35). The method used in this research was classroom action research. As stated by Kemmis that Action Research is a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justices, their understanding of these practices and the situations in which the practices are carried out; (Hopkins, 1993: 44)

Elliot (1982) cited in Richard (1989) states that action research might be defined as the study of a social situation with a view to improving the quality of action within it. Applying classroom action research is intended to give new information and knowledge to the teacher and students in MTsT Al-Mustaqim.

Classroom Action Research is a method of finding out what works best in our own classroom so that we can improve student learning. But every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation.

There are many ways to improve knowledge about teaching. Many teacher practice personal reflection on teaching; that is they look back at what has worked and has not worked in the classroom and think about how they can change their teaching strategies to enhance learning (Hole and McEntee, 1999:78)
useful steps for teaching such reflection. A few teachers conduct formal empirical studies on teaching and learning, adding to our knowledge base.

CAR fits in the center of a continuum ranging from personal reflection at one to formal education research at the other. CAR is more systematic and database than personal reflection, but it is more informal and personal than formal education research. In CAR, a teachers focus attention on a problem or question about they own classroom.

CAR goes beyond personal reflection to use informal research practice such as a brief literature review, group comparisons, data collection and analysis. Validity is achieved through triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance, finding are usually disseminate through brief reports or presentations to local colleagues or administrators.

I. Time and Place Setting

1. Time

This research carried in the eighth grade students of MTsT Al - Mustaqim Susukan in the academic year of 2015/2016. There were some steps in this research: preparation, implementation, analyses of the data, and report writing. The details of each activity were as follow:

1) Preparation

   a) 15th May 2015 : Proposal Draft Consultation
   b) 29th July 2015 : Instrument Consultation
2) Implementation

a) 15th Juni 2015 : Research Permission

b) 15th Agustus - 05th September 2015 : Data collection

3) Analyses of Data and Research Report

a) 05th September 2015 : Data Analysis

b) 15th September 2015 : Research Report

2. Place

This research was taken place at MTsT Al - Mustaqim Durenan Village, Susukan Sub district, Semarang Regency. MTsT Al - Mustaqim Susukan is one of the junior high school in Susukan. The detail of this school is described as follows:

a) School Name : MTsT Al - Mustaqim Susukan

b) No. School Statistic : 121233220038

c) School Type : B (11 July 2013)

d) School Address : Durenan - Sumber

: (Sub district) Susukan

: (Regency) Semarang

: (Province) Central Java

e) Phone/HP : (0276) 3341455 – 085640989177

f) Email & Website : mtsterpadu@yahoo.com

g) School Status : Private (as a part of a committee)
Islamic Junior High School in MTsT AL – MUSTAQIM Susukan, Kab. Semarang was built on December 8th 2004. Foundation was established by some prominent figures, especially those who were in DEPAG Semarang and some scientists. The location of Durenan village, Susukan sub district, Semarang regency. The establishment of the foundation was meant to help residents in Susukan. Two years later the area was so limited, it only opened two class. After the school had already been stable, had adequate human resources, and was supported in good administration, it opened some classes, they are: VII, VIII, IX. Until now, the foundation is still doing construction to add facilities in schools.

The environments of this school are religious people, so it is built to fulfill people need in Islamic Education. It applies learning process as same as boarding house. There are many Islamic Subjects which is taught beside the general ones.

J. Research Procedure

There were two cycles in this action research. In each cycle the procedures are follows:

1. Cycle 1

a. Planning

The activities in the planning were:

i. Preparing materials, making lesson plan, the topic is nature and designing the steps in doing the action.

ii. Preparing list of students’ name and scoring.
iii. Preparing teaching aids.

iv. Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or model is applied).

b. Action

1) Teaching the material.

2) Giving occasion to the students to ask any difficulties or problems.

3) Making a group of students

4) Giving written test

c. Observation

Observation is one of instruments used in collecting the data. Observation is a scientific method that can be systematically used to observe and note the phenomena investigated (Hadi, 1995: 136). The writer used this observation to write something that happened in the classroom.

d. Reflection

The writer’s reflection was done by discussing with collaborator, the name is Mrs. Faizah. Note of the lack, incompatibility between action and scenario or different response of students that expected. They analyzed the observation, identification of the problem and found out the alternative decision of problem solving.

The writer conducted research with minimal constraints completeness criteria in students with the point of 6.5. The author hopes,
from this study can be successful and achieve the desired targets, namely 80% of the total number of students. If the first meeting was not successful it will continued in cycle 2.

2. **Cycle 2**

b. Planning

The activities in the planning were:

i. Preparing materials, making lesson plan, the topic is building and designing the steps in doing the action.

ii. Preparing list of students’ name and scoring.

iii. Preparing teaching aids.

iv. Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or model is applied).

b. Action

1) Teaching the material.

2) Giving occasion to the students to ask any difficulties or problems.

3) Making a group of students

4) Giving written test

c. Observation

Observation is one of instruments used in collecting the data. Observation is a scientific method that can be systematically used to observe and note the phenomena investigated (Hadi, 1995: 136).
The writer used this observation to write something that happened in the classroom.

d. Reflection

The writer’s reflection was done by discussing with her collaborator. Note of the lack, incompatibility between action and scenario or different response of students that expected. They analyzed the observation, identification of the problem and found out the alternative decision of problem solving.

In cycle 2, the writer conducted research with minimal constraints completeness criteria in students with the point of 6.5. The author hopes, from this study can be successful and achieve the desired targets, namely 80% of the total number of students. If the first meeting was not successful it will continued in cycle 3.

K. Technique of Data Collection

1. Documentation

As the object that is paid attention to get information, we keep eyes open for three sources, they are paper, place, and people (Arikunto, 2010). The documentation was used to get more information about the students of the eighth grade of MTsT Al-Mustaqim, Susukan. It was used to get a lot of data from this school, they were the conditions of the school, the teachers, the staffs, the students, and the situation of the school (included). The source of this data was text book or other supporting book from MTsT Al-Mustaqim.
2. Observation

Observation method is also called tracking comprise attention focusing activity to such object by using all of the senses (Arikunto, 2002:133). This method was used to collect the data when the writer did the research in the use of Authentic Material to improve students’ writing skill. It also used to know the situation of the teaching learning process when the strategy was applied. It became the crucial method because we did not only know the students’ responses but we could also know about their feeling and their thought of their teacher.

The data collected and written by collaborators, she is Mrs. Faizah as a English teacher at this school and Miftachul Aziz as another observer. Results of the data collection related to the key points and written in a table (enclosed).

3. Test

Writer gave test in the meeting. It was written test. These tests were pre-test and post-test that were given in every cycle of this research. The first pre-test and post-test first, students were asked to fill in the empty blank and respond to a sentence, the topic is nature. At the second meeting, the students are asked to analyze and make a descriptive text about a building. The tests can be seen on Appendices.

L. Role of Writer

In this research, the writer became a teacher, he taught students using authentic material in the cooperative learning. He applied this
method with his friend, Miftachul aziz is observer, His friend helped to observe the whole activities when the research was implemented.

In addition, the writer also helped English teacher who taught in the school, she is the Mrs. Faizah. She acted as a collaborator. She helped to observe the whole activities when the research was implemented

M. Technique of Data Analysis

After collecting the data, the next step of the study were analyzing the data. The data are the result of test from pretest and posttest. In analyzing the test scores, a statistical technique was to find out the mean score of the students.

The formula that the writer used as follow:

\[ \text{Mean} = \frac{\sum x}{N} \]

Explanation:

Mean : the average scores
\( \sum x \) : number of scores
N : number of case (responden)

The second technique was counting the percentage of the students’ writing skill through organizing a text. From the observation sheets, the student’s behavior during the action is analyzed.

In this study the researcher took a formula as follows:

\[ P = \frac{F}{N} \times 100\% \]
Explanation:

P : number percentage

F : frequency (students’ understanding)

N : number of case (responden) (Sudijono, 1996:40)
CHAPTER IV

FINDING AND DISCUSSION

A. Implementation of Cooperative Learning method to improve students’ writing skill

1. Cycle 1

1.1 Planning

The activities in the planning were:

a. Prepared the materials, made a lesson plan, and designed the steps in doing the action in MTsT Al-Mustaqim

b. Prepared a list of the students’ name and scoring

c. Prepared teaching aids (material, books, bold marker, etc)

d. Prepared a sheet for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied in MTsT Al-Mustaqim)

e. Prepared a test (pretest and posttest).

1.2 Implementation

The researcher and collaborator did research on Tuesday 18th August 2015 in the Eighth class. The class atmosphere was too calm and disciplinary. It was because they saw strange people, it was me. Next, the researcher introduced himself and explained what his purpose being MTsT Al-Mustaqim.
Mrs. Faizah: Assalamualaikum. wr. wb
Students: Waalaikumsalam. wr. wb
Mrs. Faizah: morning class, how are you today?
Students: I’m fine thank you. How about you?
Mrs. Faizah: I’m fine too thank you. Hari ini, untuk mata pelajaran bahasa inggris akan diajar oleh bapak Syafi’i dari IAIN Salatiga ini dilakukan untuk melakukan penelitian dari skripsinya. Anggap saja dia guru kalian sendiri dan jaga suasana kelas tetap tenang ya (Today, English subject is learning by Mr. Syafi’i from IAIN Salatiga, this is help him to research of graduating paper. Let’s say he is your teacher and keep calm the class)
Mrs. Faizah: Now, the time is yours Mr. Syafi’i.
Writer: Ok, Thanks Miss.
Writer: Assalamualaikum, wr. wb
Students: Wa’alaikumsalam. wr. wb
Writer: Good morning students
Students: Good morning Mr.
Writer: I would like to introduce my self, my name is Muhammad Syafi’i and you can call me Syafii. I came from, Gentan, Susukan, It’s only ten minutes from here. Any question?
Fitri : Are you married?

Writer : No, I am single.

Andi : what is your Hobby Mr.?

Writer : my hobby are playing football, playing game, and traveling. Any question?

Students : enough Mr.

Writer : let us start our first meeting today, I want to know all of you, so please introduce your self one by one, who want to be the first?

Andi : I am Mr. (Fara introduces her self and than all of students)

Writer : before we start our lesson today, I will give you a pre-test.

Writer went around spreading pieces of pre-test. Then, students did it in 10 minutes. After they were finished, they collected to the researcher.

Writer : Now, we will study about Descriptive Text. Do you know about it?

Evi : No Miss.

Fitriyani : I know Miss.

Writer : OK. Tell me now!

Fitriyani : text yang menceritakan tentang sebuah benda, tempat, orang dan yang lain pak. (The text that tells
about the description about thing, place, people and soon, Mr.)

Writer : Good. Then, do you know what the tenses of this text is?

Fitriyani : Simple present tense

Writer : That’s great! OK class, today we will study how to write good descriptive paragraph by using Simple Present Tense. We will make a project, I hope you are more active and to be amasterEnglish, ok?

Students : Yes Miss.

Writer : OK, before we focus in the material today, I will show you some sentences and I ask to you to give information about these sentences. First sentence, what pattern of this sentence is? Who wants to be giving me information about this sentence?

Fitriyani : The pattern is Subject+Verb1(s/es)

Writer : Ok! Good

Then, the Writer explained about descriptive. He gave a descriptive text. He give a text to students about Jasmine and Tobaccos. He explained the grammar.

Writer : OK. Now, we will make a descriptive project. But, we have to make a group before. Please count from 1 to 5 one
by one. Who said the same number should be in the same group.

Next, Writer gave sheet for each group. Students had to do the written project on the sheet. The project was to organizing the descriptive text from the jumbled paragraph. During they organized the project, they should choose the leader and the secretary of the group, manage the schedule, plan the activity they should do, and the punishment would they get when there was a foul.

After they found the right arrangement, they should analyze the paragraph. Writer gave 15 minutes to do it.

Writer : The last, I will give you a post-test.
 Writer gave the sheet to students. Then they did and collected it after they were finished.

Writer : ok class, I think it’s enough for this meeting, thank you for your attention. Let’s close our lesson today by saying Hamdallah together!

Students : Alhamdulillahihirobbi’alamin.

Writer : Assalamualaikum.wr.wb.

Students : Wa’alaikumsalamwr.wb

2. Observation

In the first cycle, the researcher observed the teaching learning process. By monitoring the student’s activity and attention during the action. Every morning before the lesson started, the students read
Asmaul Khusna and prayed together to increase their spirit of religion in learning process. We could see that most of the students were enthusiastic in the teaching learning process because that was our first meeting, but there were some students who had a little difficulty to answer the question from the researcher because they lack of vocabulary. Using the project was very useful method to interest and made the students understand the materials.

When the students practiced to organize descriptive text by using project, they had difficulties especially for the third and four. However, they felt happy because by group the students can believe in themselves to communicate with other. Although the condition in the classroom was noisy but they saying lesson. They have enthusiasm by group because usually they get to understand themselves. When the researcher asked them about the descriptive text and its tenses, they were little bit confuse, but it is while.

When the researcher asked them about the descriptive text and its tense, they were little bit confuse, did not really understand what the researcher wants because they were never asked to analyze the text in the learning process. The students who understand are Fitriyani, Andi Purwanto, Muhammad Ilyas, and Lestari who were the clever students in this class. When they practiced to organize this generic structure about descriptive text, their knowledge about this text was really increase, actually for the language use, and the content. There are any
some students who are less active, and it becomes challenge for writer.

3. Students Score writing

Table 4.1

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of Student</th>
<th>Score Pretest</th>
<th>Score Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adi Triyono</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Andi Purwanto</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Desi Cahya Utami</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Diyan Sigit Nugroho</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Eko Yuliyanto</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Evi Yuliana</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Firdausi Yunita Sari</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Fitri</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>Fitriyani</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>Jazilatul Asyah</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>M. Arif Mustofa</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Ilyas</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Rif’ad</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Nur Santosia</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>Riski Roma</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>16</td>
<td>Siti Aminingsih</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>Siti Lestari</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>Slamet Adi Nugroho</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>Sutardi</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>Tri Lestari</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>Tri Sutrisno</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>Uswatun Khasanah</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>Wahyu Puji Rahayu</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>Yuli Novita Saputri</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>25</td>
<td>Ahmad Rizki Rof'i</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Σ</td>
<td>1680</td>
<td>1790</td>
</tr>
</tbody>
</table>

Mean of the Pre-Test: $M = \frac{\Sigma X}{N}$

Mean of the Post-Test: $M = \frac{\Sigma X}{N}$

Mean of the Pre-Test: $M = \frac{1680}{25} = 67.2$

Mean of the Post-Test: $M = \frac{1790}{25} = 71.6$

Explanation:

$M$ = Mean of the Language Factors score

$\Sigma X$ = Total of the Language Factors score

$N$ = Total of the Subject/Students

Percentage of the Pretest       Percentage of the Post-Test
\[ P = \frac{F}{N} \times 100\% \]

\[ \leq 65 = \frac{10}{25} \times 100\% \]

\[ \leq 65 = 40\% \]

\[ \geq 65 = \frac{15}{25} \times 100\% \]

\[ \leq 65 = 60\% \]

\[ \leq 65 = 76\% \]

4. Students Writing Skill Rubric

**Table 4.2**

<table>
<thead>
<tr>
<th>Point</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>If students can write the correct spelling vocabulary</td>
</tr>
<tr>
<td>4</td>
<td>If students can write vocabulary, but there is little fail</td>
</tr>
<tr>
<td>3</td>
<td>If students can write vocabulary, but there are lot of mistakes</td>
</tr>
<tr>
<td>2</td>
<td>If most of the vocabulary written wrong</td>
</tr>
<tr>
<td>1</td>
<td>If students cannot write vocabulary</td>
</tr>
</tbody>
</table>

**Table 4.3**

<table>
<thead>
<tr>
<th>Point</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>If students can write the correct answer</td>
</tr>
<tr>
<td>4</td>
<td>If students can write the answer but there is little error</td>
</tr>
<tr>
<td>3</td>
<td>If students can write the answer, but there are lot of mistakes</td>
</tr>
<tr>
<td>2</td>
<td>If majority wrote answer false</td>
</tr>
<tr>
<td>1</td>
<td>If students cannot answer at all</td>
</tr>
</tbody>
</table>

Value : Score x 2

5. Reflection

After analyzing the result of the cycle 1, the researcher and collaborator concluded that the teacher had to be more creative to make
students more interested and more active to give opinion or idea to express their writing ability. The teacher also had to be more careful in correcting students’ grammar and vocabulary. Because the percentage of students who get a point more than 65 is 76%, the writer continued the research at the cycle 2 in order to maximize the results of research and to reach 80% of students to get more 65 points.

For the next cycle, the teacher used the same teaching strategy but there is a different topic. In the first cycle, the teacher just gave students about the example of sentence by sentence. In the next cycle, the teacher asked students to make a paragraph.

2. Cycle 2

In the cycle II, the writer still used the same method, it consisted of planning, implementation, and observation. This was an explanation about them.

1. Planning

The teacher prepared:

a. Material, making lesson plan, designing the step in doing action

b. List of students’ name

c. Teaching aid (e.g. pictures, paper, bold marker, etc)

d. Sheet for classroom observation

e. Test (pre - posttest)
2. The Implementation of Action

On Tuesday, Augustus27th 2015, the researcher entered at 07.30 am. In cycle 2 as usual as the cycle 1, asked the students to pray. Before starting the lesson, the teacher elaborated the process by giving pretest to them.

In elaboration process the teacher wrote a sentence on the whiteboard to explore their information about the grammar use in the descriptive text. After that the teacher explained about the material by the day to use Simple Present Tense when write a descriptive text.

Then, the teacher divided students into groups. One group consists of five students to make a project about narrative text. One of the students in the group be a leader and lead their friends to arrange their project start from time management, activity, and the consequence of the fouls they had did. Next, the leader should lead the groups to present the result of the project in front of the class. Other groups gave the opinion and gave the feedback.

Writer : Assalamu”alaikum Wr. Wb.
Students : Waalaikumsalam, Wr. Wb.
Writer : Good Morning, students
Students : Good Morning, Mr.
Writer : How are you today?
Students : I am fine, and you?
Writer : I am fine too. OK class, today we will study how to write good descriptive paragraph. We will make a project, I hope
you are more active and to be a master English, ok?

Students : Yes Mr.

Writer : OK, before we focus in the material today, do you know what the generic structure of this text is?

Lestari : Identification, description

Writer : OK, Lestari, you are good! Give applause

Writer : OK, to apply the material this day I want you to make a group, one group consist of four people and you can make a project from me, and after that you can present the result of your project with your friend in front of the class, do you understand?

Students : Ok Mr.

Writer : From Fitri you say one and continued Lestari and others two, three, until five, ok? After that if you say one you must join together with your friend say one too, do you understand?

Students made a group, from group one until group five. The teacher walked around in each group to give guidance also advice and asked each group who wanted to be a presenter also give a title advise in each group.

Writer : Group one you can make a project with the description about Prambanan!

Group 1 : ok Mr., the speaker is Riski.

Writer : Group two you can make a project about the description
about Borobudur temple?

Group 2: ok Mr. *(All group two)*

Writer: Group three you can discuss about the description of Lawing Sewu.

Group 3: ok Mr. *(All group three)*

Writer: Group four you can make a project about the description of Istiqlal Mosque.

Group 4: Oh Istiqlal mosque, Mr.? I have been there

Writer: OK. That’s good. And the last group you’re project is about ka’bah

Group 5: Yes Mr.

Writer: Yes, I make it the same for the group 5, 6, and 7. it will be a great comparison.

Students with each group make a project. The Researcher walked around to give guidance and advice again.

Writer: have you finished making your project with your group?

Students: yes Mr.

Writer: OK, if you are finished, I will call your group to present in front of the class. The first presenter is group one, please come forward to all group three.

Group 1: Ok Mr. *(Group one present their project and then all of group)*

Writer: give applause for us. You are the best. Ok class, I think
it’s enough for this meeting, thank you for your attention. Let’s close our lesson today by saying *Hamdallah* together!

Students : *Alhamdulillahi ribbi ‘alamin.*

Writer : *Assalamualaikum, wr. wb.*

Students : *Wa’alaikumsalam wr. wb*

3. Observation

In the second meeting, observation was also carried out during the implementation of the action. The class situation was conducive like the first meeting. They were very enthusiasm to join the class and also more active than in the first meeting. In the second meeting the researcher brought some pictures to explain the material. He also asked the students to work in a group. The teacher used same method at the first meeting.

In the beginning all of students had attention when the researcher asked them to give information according to pictures that the teacher shows to the students. The students were very enthusiastic expressions the information from in the picture. After grouping the teacher gave explanation or guidance about what are the activity that be done by must the students. Some students just kept silent or were noisy because the group was too big. All of the groups give attention and guidance very well to the teacher, so they can present in front of the class well. The situation is more communicative when some students give feedback and comment from the result of the discussion.
When the researcher asked them some questions in English, they were not confuse, and understand what the researcher wants. When they practiced the dialogue about the Authentic Material picture, their pronunciation was better than the first meeting. And the grammar and the diction was good enough.

4. Students Score writing

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of Student</th>
<th>Score Pretest</th>
<th>Score Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adi Triyono</td>
<td>69,0</td>
<td>73,0</td>
</tr>
<tr>
<td>2</td>
<td>Andi Purwanto</td>
<td>70,0</td>
<td>79,0</td>
</tr>
<tr>
<td>3</td>
<td>Desi Cahya Utami</td>
<td>75,0</td>
<td>78,0</td>
</tr>
<tr>
<td>4</td>
<td>Diyan Sigit Nugroho</td>
<td>76,0</td>
<td>76,0</td>
</tr>
<tr>
<td>5</td>
<td>EkoYuliyanto</td>
<td>74,0</td>
<td>77,0</td>
</tr>
<tr>
<td>6</td>
<td>Evi Yuliana</td>
<td>74,0</td>
<td>72,0</td>
</tr>
<tr>
<td>7</td>
<td>Firdausi Yunita Sari</td>
<td>78,0</td>
<td>79,0</td>
</tr>
<tr>
<td>8</td>
<td>Fitri</td>
<td>77,0</td>
<td>76,0</td>
</tr>
<tr>
<td>9</td>
<td>Fitriyani</td>
<td>76,0</td>
<td>79,0</td>
</tr>
<tr>
<td>10</td>
<td>Jazilatul Asyah</td>
<td>66,0</td>
<td>78,0</td>
</tr>
<tr>
<td>11</td>
<td>M. Arif Mustofa</td>
<td>68,0</td>
<td>80,0</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Ilyas</td>
<td>70,0</td>
<td>73,0</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Rif'ad</td>
<td>64,0</td>
<td>77,0</td>
</tr>
<tr>
<td>14</td>
<td>Nur Santosa</td>
<td>69,0</td>
<td>79,0</td>
</tr>
<tr>
<td>15</td>
<td>Riski Roma</td>
<td>76,0</td>
<td>77,0</td>
</tr>
<tr>
<td>16</td>
<td>Siti Aminingsih</td>
<td>75,0</td>
<td>76,0</td>
</tr>
<tr>
<td>17</td>
<td>Siti Lestari</td>
<td>78,0</td>
<td>78,0</td>
</tr>
<tr>
<td>18</td>
<td>Slamet Adi Nugroho</td>
<td>67,0</td>
<td>79,0</td>
</tr>
<tr>
<td>19</td>
<td>Sutardi</td>
<td>70,0</td>
<td>78,0</td>
</tr>
<tr>
<td>20</td>
<td>Tri Lestari</td>
<td>64,0</td>
<td>79,0</td>
</tr>
<tr>
<td>21</td>
<td>Tri Sutrisno</td>
<td>69,0</td>
<td>81,0</td>
</tr>
<tr>
<td>22</td>
<td>Uswatun Khasanah</td>
<td>73,0</td>
<td>79,0</td>
</tr>
<tr>
<td>23</td>
<td>Wahyu Puji Rahayu</td>
<td>75,0</td>
<td>78,0</td>
</tr>
<tr>
<td>24</td>
<td>Yuli Novita Saputri</td>
<td>75,0</td>
<td>80,0</td>
</tr>
<tr>
<td>25</td>
<td>Ahmad Rizki Rof'î</td>
<td>78,0</td>
<td>81,0</td>
</tr>
<tr>
<td></td>
<td>∑</td>
<td>1816</td>
<td>1942</td>
</tr>
</tbody>
</table>

Mean of the Pre-Test

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1816}{25} \]

\[ M = 72,64 \]

Mean of the Post-Test

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1912}{25} \]

\[ M = 76,48 \]

Explanation:

\[ M \] = Mean of the Language Factors score

\[ \sum X \] = Total of the Language Factors score
\[ N = \text{Total of the Subject/Students} \]

Percentage of the Pretest \hspace{1cm} Percentage of the Post-Test

\[ P = \frac{F}{N} \times 100\% \]

\[ \leq 65 = \frac{2}{25} \times 100\% \hspace{1cm} \leq 65 = \frac{0}{25} \times 100\% \]

\[ \leq 65 = 8\% \hspace{1cm} \leq 65 = 0\% \]

\[ \geq 65 = \frac{23}{25} \times 100\% \hspace{1cm} \geq 65 = \frac{25}{25} \times 100\% \]

\[ \geq 65 = 92\% \hspace{1cm} \leq 65 = 100\% \]

**Table 4.5**

The writing skill rubric

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing ideas</strong></td>
<td>The descriptive text gives paragraph unity (topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfill all criteria well</td>
</tr>
<tr>
<td>5</td>
<td>The descriptive text give paragraph unity (topic, state good topic sentence) but one of the criteria is weak.</td>
</tr>
<tr>
<td>4</td>
<td>The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak</td>
</tr>
<tr>
<td>Point</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>5</td>
<td>The descriptive text is coherence and the coherences are correct. The text is using chronological order. The descriptive text repeat key words.</td>
</tr>
<tr>
<td>4</td>
<td>The descriptive text is coherence and the coherences are correct. The text using chronological order</td>
</tr>
<tr>
<td>3</td>
<td>The descriptive text is coherence and some criteria are appropriate enough</td>
</tr>
<tr>
<td>2</td>
<td>The descriptive text is coherence but the coherences among sentences are weak</td>
</tr>
<tr>
<td>1</td>
<td>The descriptive text is not coherence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Use present tense correctly, use relational verb and adjective words correctly</td>
</tr>
<tr>
<td>4</td>
<td>Use present tense, use relational verb but do not</td>
</tr>
<tr>
<td>Point</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>5</td>
<td>All or almost all of the descriptive text words are used effectively</td>
</tr>
<tr>
<td>4</td>
<td>Use many descriptive words effectively</td>
</tr>
<tr>
<td>3</td>
<td>Use some descriptive words</td>
</tr>
<tr>
<td>2</td>
<td>There are some mistakes in using descriptive words</td>
</tr>
<tr>
<td>1</td>
<td>Do not use the descriptive words correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The descriptive text uses correct punctuation, spelling and capitalization. It fulfill all criteria</td>
</tr>
<tr>
<td>4</td>
<td>The descriptive text uses correct punctuation, spelling but fairly capitalization but one of the criteria is weak</td>
</tr>
<tr>
<td>3</td>
<td>The descriptive text punctuation uses fairly</td>
</tr>
</tbody>
</table>
After analyzing the result of cycle 1 and 2, it can be concluded that using “writing in the here and now” strategy could improve students to active in learning writing in the classroom. They could practice language optimally especially in writing and express their idea through writing directly, even though there were many limited vocabularies and error grammatical. But now, they could express their idea, increased their vocabulary and wrote their idea directly.

From the results of the data obtained by the writer, which is only 2 students (8%) that scored less than 65 in posttest all students get more 65 point. With the result that, this research should not be continued and finish.

**B. Students’ Writing Skill Improvement After being taught Using Cooperative Learning Method**

Cooperative learning is using small groups, so the students can cooperate to maximize their own learning activities and other students. After
discussion, one representative of the group presented the results of the group discussions, and then students are given tasks to be done individual.

Based on the research, using authentic materials can be concluded that there are significant to the achievement of competence using cooperative learning teaching model for achievement of competence in MTsT Al-Mustaqim. This is evidenced by the results of the study at a cycle 1 and 2. Mean of pretest and posttest cycle 1 are 67.2 and 71.6. Mean of pretest and posttest cycle 2 are 72, 64 and 76.48. Based on the achievement of the target should be 80%, then using cooperative learning is very effective, based on data from the pretest first meeting, students who get less than 65 of 10 people (40%) and the results of the posttest, students get a point less than 65 amounted to 6 people (24%), others students get more than 65. Whereas in the cycle 2, the results of the increase is significant. Results of the pretest only 2 people who get less than the value of 65. While at posttest, 100% of students score more than 65.

There are several things that affect the increase in student achievement. The first, in the implementation of the study, the writer also assign tasks to all students, but nominally working in groups. Each group worked on one task. In this step the students began to gain their confidence o study. The student asked to other student, the communication will be established. With communication, students will be understand about
material. Cooperation they are doing increased the spirit of the students in learning and understanding the material. With the cooperation, they will be slightly relieve hesitate to ask the teacher. Secondly, using authentic material in the implementation of teaching, students are more receptive and understand. Because it happened based on what students see. For example, a picture of the building, or a ball given to students and the students were asked to describe it, it would be easy than the students had to imagine a ball or building should be in writing.

Cooperative learning teaching model is expected to: 1) facilitated students learning, 2) growing awareness of the students to learn to think independently, 3) students can solve the problem given by teachers (AgusSuprijono2009: 58). Cooperative learning requires the learners to be more active and independent in understanding the subject matter, so that the teacher's role here as a facilitator in completing the brain child of learners.

C. Discussion

From the result of analyzes in cycle I, and II, the writer analyzed the students improvement from cycle I and. The improvement as follows:

Table 4.6

Table of the analysis of students’ writing ability improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre test</td>
<td>67.2</td>
<td>72.64</td>
</tr>
</tbody>
</table>
Table 4.7

Table of the percentage of students’ writing ability improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>≤ 65</td>
<td>≥ 65</td>
</tr>
<tr>
<td>1</td>
<td>Pre test</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>Post test</td>
<td>24%</td>
<td>76%</td>
</tr>
</tbody>
</table>

The table and chart above shows that the improvement of the students’ writing is significant from the cycle 1 to the cycle 2. The difference among whole results is obviously great. It means that the treatment, by using authentic material in cooperative learning method can improve the students’ writing ability.

In addition, the mean of pretest and posttest of each cycle increases significantly. The table above displays that the mean of cycle 1 improves; the mean of pretest is 67.2 and the mean of posttest is 71.6. In cycle 2, the mean of pretest is 72.64 and posttest 76.48. Target of higher than the standardized score in score 65, pretest cycle 1 40% get less 65 point, 60% get more 65 point, in posttest 24% get less 65 point, 76% get more 65 point. Whereas in cycle 2 pretest ; 40% get less 65 point, 60% get more 65 point, in posttest 24% get less 65 point, 76% get more 65 point. The percentage increase in posttest in cycle 1 and cycle 2 is 24%.
The result shows that the mean of cycle 2 is higher than the standardized score (kriteria ketuntasan minimal) in score 65. It means and percentage that in cycle 2 is successful to achieve the standardized score. However, in the cycle 1, the mean of posttest are lower than the standardized score (kriteria ketuntasan minimal). The result of cycle 1 is not successful but in cycle 2 is successful to achieve the standardized score. In this case, the difference result happens because there are some problems occurred. As we look at to the students, they are difficult to translate and comprehend the test given because they are lack of vocabulary, so they feel confuse to begin writing. Lack of vocabulary becomes the crucial problem in this learning and they do not bring dictionary.

From the explanation above, it can be seen that using “authentic material in cooperative learning strategy can improve students’ writing ability. Moreover, the result of test in cycle 1 and 2, always increases.
CHAPTER V
CLOSURE

After finishing the whole steps of CAR, the writer arranges some conclusions and suggestions based on the result of this research.

A. Conclusion

Based on the research carried out in class VIII of MTsT AL Mustaqim Susukan academic year 2015/2016, it is concluded that guided questions is effective to enhance the students” writing skill of descriptive text. It refers to the following information:

1. Improvement.

   After analyzing the data, it can be conclude that through using authentic material in Cooperative learning Method, students can improve their writing skill. In addition, the implementation of authentic material to the second grade students of MTsT Al-Mustaqim is run well. Almost of the students are able to increase their writing skill. After getting the authentic material, the students who have lack of writing skill will be promoted into the better writing skill improvement. The students are assisted in exploring their ideas by their partners in such a group work. They not only successful in improving their writing skill, but they are also successful to build their self-confidence.

2. Significant

   Related to the achievement data, there are some progressions of students score from pretest to the posttest of the second cycle. In the result of cycle
1 improves; the mean of pretest is 67,2 and the mean of posttest is 71,6. In cycle 2, the mean of pretest is 72, 64 and posttest 76,48. Target of higher than the standardized score in score 65, pretest cycle 1 40% get less 65 point, 60% get more 65 point, in posttest 24% get less 65 point, 76% get more 65 point. Whereas in cycle 2 pretest ; 40% get less 65 point, 60% get more 65 point, in posttest 24% get less 65 point, 76% get more 65 point.

The percentage increase in posttest in cycle 1 and cycle 2 is 24%.

3. Based on the result it can be concluded that the students’ perception and impression about process of learning writing skill of descriptive text through authentic material and cooperative learning method is more enthusiastic.

From the result of research on the previous chapter shows that authentic material and cooperative learning method makes students easier in making descriptive paragraph, and makes them easier in exploring their idea in making descriptive paragraph. The method also can improve students’ achievement significantly in writing skill of descriptive paragraph.

B. Suggestions

Based on the classroom research result, the writer gives some suggestion as follows:

1. In learning writing skill, the teachers are hoped more creative in teaching their students in order to maximize teaching learning process, and makes the students are not boring.
2. Teachers should not teach their students monotonously, because it may make them bored. Teachers may use the other innovations in teaching and learning process to improve students’ academic achievement.

3. Cooperative Learning method and authentic can be applied in English teaching learning process as one of the innovations in teaching and learning process, particularly the attempt of improving students’ writing skill of descriptive text. Cooperative Learning method and authentic make them easier in creating descriptive paragraph.
REFERENCES


Khomamah. R. 2013. *The graduating of improving students writing skill in descriptive text through communication game at the eighth grade students of SMP Negeri 1 Babadan Ponorogo in the academic year of 2012/2013*. Ponorogo. Universitas Muhammadiyah Ponorogo

Kilickaya, F (2004), *Authentic Materials and Cultural Content in EFL Classrooms: Ankara*


