

**THE EFFECT OF APPLYING COOPERATIVE LEARNING METHOD BY
USING MEDIA TAYANG ON THE STUDENTS'
WRITING ACHIEVEMENT**

SKRIPSI

*Submitted in partial fulfillment of the requirements
For the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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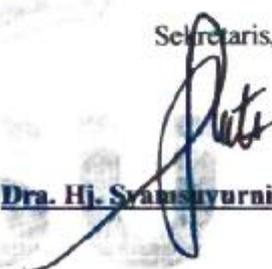
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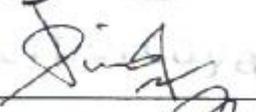

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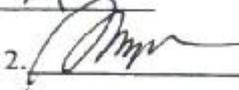
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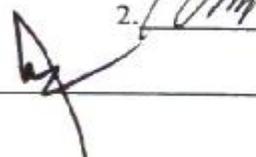

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Hormat saya

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ABSTRACT

RIZKY MAYLANI : 1502050125 “ The Effect of Applying Cooperative Learning Method by Using Media Tayang on the Students’ Writing Achievement “, Skripsi : English Education Program of Faculty Teacher’s Training and Education, University Muhammadiyah of Sumatera Utara. Medan, 2019.

The objectives of the research were to find out the effect of applying cooperative learning by using media tayang on the students’ writing achievement. The research was conducted at SMP Muhammadiyah 57 Medan located in Jalan Mustafa No.1 Kecamatan Medan Timur. The population was 2019/2020 year. The sample was taken from two classes of population which had three classes. The students were divided into two groups, they were pre-test and post-test. The experimental group there were 28 students which taught by applying cooperative learning method by using media tayang on the students’ writing achievement and the control group there were 28 students which taught by using conventional method. The instrument was used by writing test. In scoring of the students’ writing achievement there were five categories content, organization, vocabularies, language use, and mechanism. The data was analyzed by using t-test formula. The finding showed that the t-hitung value was higher than t-table was 22 and 1.673 ($22 > 1.673$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted .

Keyword : Writing, Cooperative Learning, Media Tayang.

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In completing the study with the title “ The Effect of Cooperating Learning Method by Using Media Tayang on The Student’s Writing Achievement “is submitted to English Department of Faculty and Education University Muhammadiyah of Sumatera Utara as partial fulfillment of the requirement for the degree of Education. Then the researcher also would like to thank:

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLE	iv
LIST OF APPENDIXES	v
CHAPTER I INTRODUCTION	
A. The background of study	1
B. The identification of the problem	3
C. The scope and limitation.....	4
D. The formulation of the problem.....	4
E. The objective of the problem	4
F. Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE	
A. Theoretical Framework.....	6
1. writing	6
1.1 Process of writing	7
1.2 Types of writing.....	8
1.3 Elements of writing.....	9
2. Descriptive text.....	10

2.1	Definition of Descriptive text	10
2.2	Purpose of Descriptive text.....	11
2.3	Kind of Descriptive text.....	12
2.4	The structure and example of Descriptive text	
3.	Cooperative Learning.....	15
3.1	Definition of Cooperative Learning.....	15
3.2	Types of Cooperative Learning	16
3.3	Advantages of Cooperative Learning	17
4.	Media	18
5.1	Definition of Media.....	18
5.2	Kind of Media	19
5.3	Advantages of Media	19
B.	Conceptual Framework.....	20
C.	Hypothesis.....	21
CHAPTER III METHOD OF RESEARCH		
A.	Location Research.....	22
B.	Population and Sample	22
C.	Research Design.....	23
D.	The Instrument of research	24
E.	The Technique of Collecting Data	24
F.	The Technique of Data Analysis.....	30

CHAPTER IV DATA AND DATA ANALYSIS

A. Data.....33

B. Data analysis.....34

C. Testing hypothesis.....44

D. Research finding.....44

CHAPTER V

A. Conclusion.....45

B. Suggestion.....45

REFERENCES

APPENDIXES

LIST OF TABLE

Table 2.1 Purpose of Descriptive text.....	11
Table 3.1 The Population of Research.....	22
Table 3.2 The Sample of Research	23
Table 3.3 The Research Design	23
Table 3.4 Table of Scoring Guide in Students' writing	25
Table 4.1 Different Score between Pre-test and Post-test of Experimental Group	34
Table 4.2 Different Score between Pre-test and Post-test of Control Group	36
Table 4.3 Calculating Correlation Product Between X1 and X2.....	39

LIST OF APPENDIXES

Appendix 1	Lesson Plan of Experimental Group
Appendix 2	Lesson Plan of Control Group
Appendix 3	Test Item
Appendix 4	The Students' Answer sheet
Appendix 5	The Scoring List of Experimental Group
Appendix 6	The Scoring List of Control Group
Appendix 7	Attendance List in Experimental Group
Appendix 8	Attendance List in Control Group
Appendix 9	Documentation of Research
Appendix 10	K1
Appendix 11	K2
Appendix 12	K3
Appendix 13	Lembar Pengesahan Proposal
Appendix 14	Lembar Pengesahan Hasil Seminar
Appendix 15	Surat Pernyataan

Appendix 16	Surat Keterangan
Appendix 17	The Research Letter
Appendix 18	The Reply of Research Letter
Appendix 19	Berita Acara Bimbingan Proposal
Appendix 20	Berita Acara Bimbingan Seminar Proposal
Appendix 21	Berita Acara Bimbingan Skripsi
Appendix 22	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is important things in human life to communication. Without language, human gets difficult to communicate. Language in general has skills are listening, speaking, reading and writing. In Indonesia , English as a foreign language because is learned only in the academic school, like in kindergarten until university and not used for communication in their daily life. So, the students have to improve their skills in English, if they are able to master four skills it means that they have good communication in spoken and written language. One of these skills which are important and most acquired in academic field in writing.

According to Mary et al (2011:26) writing is the one of four language skills like reading, writing, listening, and speaking. Writing is productive skill, it is complex and cognitively demanding society. Writing is the most complicated skill in English for foreign and second language learners. It has many rules in every single word that would be written. Writing is not only developing the idea to the paper but also it has to attend carefully the rule in writing process. Learning writing has to understand many vocabularies, grammar, spelling, punctuation and other relate with writing process.

Based on the researcher's observation in SMP Muhammadiyah 57 Medan. The researcher found the problem associated with writing of junior high school,

especially in SMP Muhammadiyah 57 Medan. There were students' difficulties in writing English. When the students got instruction to make sentences or paragraph, they looked up very confused. Actually the students didn't understand about the generic structure, goal, function and grammatical feature of the descriptive text. The students still look confused how to use tenses in writing descriptive text. And also their writing skills were still poor, students couldn't make good sentences and paragraph because they didn't have compilation of more vocabularies, and they felt confused when they arranged the sentences of descriptive text based on generic structure of descriptive text and still far from the standardization in writing. And the teacher still used the conventional method which the students only listened what teacher taught. Then the researcher decided to get other way to teach writing skill in the classroom. Because the teacher told me that students could be easier to get material when they asked their friends or discussed in a group and I used media tayang as media in teaching process . If every students discussed in the group by watching the media tayang which has related to the topic, they will get more interested , they will participate In the group and can be easier to give feedback from their discussion. In order to face such problems that the students got. So, the researchers decided to research about writing by applying cooperative learning by using media tayang to know the students' writing achievement

Kagan (1989:4) defines that cooperative learning refers to set of instructional strategies which includes cooperative students and students interaction over subject matter as an integral part of the process. He also defines cooperative learning as a teaching arrangement which refers to small to achieve common goal. They share their

ideas of students' cooperation each other and work together to learn not only responsible for the teammate's learning as well as their own but also increase the individual ability, academic, and social working in cooperative group.

Media tayang (Broadcast Media) is one of video which may be used by teacher for teaching on the class. Sukiman (2012:187) explain that video is a set of components or media that is capable of displaying image at once sound simultaneously. Based on the definition, it can be concluded that media tayang (broadcast media) as teaching media can get benefit for supporting to help the students more understand to write the text especially write descriptive text.

Based on the description above, researcher decided to conduct a research to find the effect of cooperative learning method on students' writing. Particularly, this research entitled **The Effect of Cooperative Learning Method by Using Media Tayang on The Students' Writing Achievement .**

B. The Identification of The Problems

The problems of the research will be identified as follows :

1. The students' ability in writing still poor.
2. The students' English grammatical were not standard.

C. Scope and Limitation

The scope in this study focused on writing skill and the limited on writing descriptive text at eight grade of SMP Muhammadiyah 57 Medan.

D. The Formulation of the Problem

Based on the background above, the research problem were formulated as follows :

“ Is there any significant effect of applying cooperative learning by using media tayang on the students’ writing achievement?”

E. The Objective of the Study

“To find out the significant effect of applying cooperative learning by using media tayang on the students’ writing achievement”.

F. Significance of the Study

This research is expected to give contributions theoretically and practically :

1. Theoretically

The researcher hoped that it can be references for the readers to hold a further research and support theory that cooperative learning method can be applied to students’ writing achievement.

2. Practically

The significance of the study is also hopefully useful for :

1. For the students’ motivation to learn writing and minimize the problem in the classroom.
2. For the teacher, it will be benefit to determine the cooperative learning method by using media tayang (broadcast media) to create the new situation while teaching and learning English.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study focus on the effect of applying cooperative learning method by using media tayang on the students' writing achievement at eight grade in SMP Muhammadiyah 57 Medan. In conducting a research as a scientific work, many terms or theories which are applied should be clarified and explained especially in order to have perception or relate literature. In the following terms, and theories are clarified and explained concerning on the research work.

1. Writing

Harmer (2001:79) defines that writing is a communication form to deliver thought or to express feeling through written form. It is an integral part of the language skill and put in the final stage of language learning. It means that it is the indicators of learning English that the students have to be able to understand four skill (listening, speaking, reading and writing) and they will fulfill into writing.

Brown (2007:335) also concludes that written products are product of thinking, drafting, and revising the require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. It means that students need a lot of practices to master writing skill in

order to produce good text. Writing can't be done in short time. It needs some stages in the process of writing. It is different from other skill which can be done in short time.

Based on definition above , it can be concluded that Among the four skills, writing is the most difficult skill for foreign language to understand and comprehend it and as a functional communication, making learners possible to create imagine words of their own design. It means that they have to apply listening, speaking even reading in order to other any information for their writing. In addition writing as one of productive skill which involves communicating a message in the form of letters and symbols. It means that in writing, it arranges and cologne letters that build the meaning when they are used.

1.1 process of writing

The process are provided into several stages. Harmer (2004:4) divides the process writing has four main elements, they are planning, drafting, writing, and final draft.

1. Planning

According to him, in this process making detail notes or few words notes are include when the writer try and decide what is they are going to say before they type to write. One has to consider the content structure as well is sequences of the text, to learn how to sequences ideas, arguments and facts. Before writing a text, we should make a plan in order to ensure which point or main issues we are going to focus. Some people many find difficulties in generating and exploring their ideas at

the beginning , so that having a plan before writing is needed to define the first action before writing.

2. Drafting

According to him, draft is first version of a piece of writing. As the writing process, the students usually make outline, they will make outline before they start to compose full writing form.

3. Editing (reflecting and revising)

Editing is a way to revise and improve the first draft. The first time writing or sometimes called by crude product of writing because in this writing we may find many mistakes, such as grammar, punctuation, and spelling. Because of that, we need other actions for betterment.

4. Resulting

After doing some revisions and corrections of inappropriate spelling, words and sentences, the writer produce the last stage of writing process is s final draft which becomes the final product of writing. The final draft will be considered the best writing. it is allowed to be published to the reader.

1.2 Types of writing

Brown (2004:220) divides four categories of written performance the range of written production. Each categories, as always, reflect the skill are (1) Imitative, to produce written language, the learners must attain skills in the fundamental, basic tasks of writing letter, words, punctuation. It's level at which learners are trying to master the mechanism of writing. (2) Intensive "controlled", beyond the fundamental

of imitative writing are skill in producing appropriate vocabularies within a context, allocations and idioms. But, most assessment tasks are more concerned with a focus of a form, and are rather strictly controlled by the test design. (3) Responsive, here students can start to do something more complicated that involves writing at a limited discourse level. There are many writing genres which can be classified into responsive writing and those are brief description and narrative, brief responsive to reading, summaries, short report, lab report, interpretation of graphs or chart. In conclusion the focus still on the form but is more concerned about the discourse level which means it strongly involves context and meaning. (4) Extensive writing, when the students reach the point, it means that they have successfully applied and managed all the writing processes and strategy for all purposes. Many types of writing which can be put into this type of writing are to achieve a purpose, organize and generate the ideas logically, use supporting details, and draft in order to complete a final product. At this stage, grammatical form is less concern. It will only resurface occasionally in some writing and proofreading.

1.3 The Elements of Writing

The elements of writing is to know the students' achievement in writing, writing assessment is needed. According to Harris (2001:306) students written competences can be divided into five scales. The scales are used for a general evaluation of the students' proficiency level. These five scales will be used to have an overall account of the written assignment. (1) Content, This category considers the development and comprehension of the topic as well as the adequacy of the content

of the text. (2) Organization, several factors are considered here, such as the organization of ideas, the structure and cohesion of the paragraph and the clarity of exposition of the main idea. (3) Vocabulary, this category deals with the selection of words, expressions and their usage. The appropriateness of the register used is taken into account. (4) Language use, the use of grammar category is taken into account, example: number, tense, subject-verb, agreement, in addition to word order and the using of complex syntactic structure. (5) Mechanism, measure of spelling, punctuation, capitalization, paragraphing, how the relation meaning of the text.

2. Descriptive Text

2.1 Definition of descriptive text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual image and sensory impression through words. Moreover, description is a part of another piece of writing is used to inform an audience about how something or someone looks or persuade an audience to see something from the writer's point of view. Description recreates the impression by translating into words, the feel, sound, taste, smell and look of things. Emotion may be describing too, feeling such happiness, fear, loneliness, gloom and joy.

Traditionally, descriptions are divided into two categories: objective and subjective. In objective description you record the detail without any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader, your reaction and description can be emotional and value-loaded.

2.2 Purpose of Descriptive text

As a social beings , we want to share our experience, so we write to others to describe things as vocation, childhood homes and people we encounter. We even use description to persuade others to think or act in particular way. As the example in the following chart show, description enables us to entertain, express feeling, relate experiences, inform and persuade.

Table 2.1
Purpose of description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feeling	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of new born calf for reader who has never seen one.
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

2.3 Kinds of Descriptive text

As we know that description text is a text to describe something, such as person, place or things, so it normally takes on three forms, they are:

1. Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you often been asked “ what’s so and like ?” in replying you might resort to identification, an impression, or a character sketch, depending on the situation . let’s examine each.

a. Identification

Although you might provide identification, you would probably want to go further than used only in official record and documents, identification consists only of certain statistical information (height, weight, age) visible characteristics (color of hair, skin and eye) and recognizable marks (scars, birthmark)

b. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall ideas of him or her. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive traits

c. Character sketch

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of in a group, such as campus jocks, cheerleaders, art students, religious fanatic, television devotes.

2. Description of a place

In describing a place for example a room, what should you describe first ? the wall ? the floor ? the description must be organized so that reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add controlling ideas that states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose.

3. Description of a thing

To describe a thing the writer must have a good imagination about that thing that will be described. Besides, to make our subject as interesting and as vivid our reader as they are to us : using proper nouns and affective verbs.

a. Using proper noun

In addition to feeling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which as we know are the names of particular persons, place and things. For example : Arizona, University Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b. Using effective verbs

We know how important verbs are to narration, but effective verbs can also add much to a piece of descriptions more specific, accurate, and interesting.

2.4 The structure and example of descriptive text

Woods et al (2010 : 20) determines that The generic structure of descriptive text as follow

- a. Identification is identifies phenomenon to be described.
- b. Description of feature is describing features in order of importance.
 - Part/things (physical appearance)
 - Qualities (degree of beauty, excellence, or worth/value)
 - Other characteristics (prominent aspect that are unique)

Language features of description are :

1. Verb in present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraph and organize the various aspects of the description

The factual description scaffold :

1. A general opening statement in the first paragraph
 - a) This statement introduce the subject or the description to the audience.
 - b) It can give audience brief details about when, where, who or what of the subject.
2. A series of paragraph about the subject
 - a) Each group usually begin with a topic sentences
 - b) The topic sentence previews the details that will be contained in the remainder of paragraph.

- c) Each paragraph should describe one feature of the subject
 - d) These paragraph build the description of the subject
3. A concluding paragraph
- a) The concluding paragraph signal the end of the text.

Example of descriptive text

Mr. Kartolo, the farmer

Mr. kartolo Is very happy. The rainy season of this year make the farm beautiful. It is planting time. Rice field become fresh and green during the season and by the end of this season Mr. Kartolo is ready to harvest his corps.

Mr. Kartolo plough the land at the beginning of the rainy season, then, he usually work early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

3. Cooperative Learning

3.1 Definition of cooperative learning

Johnson, Johnson and holubec (1993:8) defines that cooperative learning which students can maximize their own and each other learning when they work together. Cooperative learning is the instructional use of small group so that students work together to maximize their own and each other's learning (Johnson and Johnson, 1999:9). Cooperative learning as a teaching arrangement which refers to

small, heterogeneous group of students working together to achieve common goal. Students are encouraged to explain the ideas or skills to another, so that each member must be an active participant and an important resource person for the team. The responsibilities are the team learning the task together and helping each other as well as their own.

Cooperative learning increasingly emphasizes mediated learning. Mediation can be defined as facilitating, modeling and coaching. Facilitating involves creating a rich environment and activities for linking new information, providing opportunities for cooperative work and problem solving, coaching involves giving hints or clues, providing feedback, helping them in using the strategy. The size of the classroom is an important element also that must be considered applying cooperative learning.

3.2 Types of cooperative learning

Cooperative learning is one of some methods in teaching English that can be applied in the classroom in a group. Wendy (2007:43) divided cooperative learning into three types :

1. Formal cooperative learning groups

These last from one lesson to a few weeks and need to consist of the following to work effectively : team building activities to establish team identity and cohesion, specific teamwork skills highlighted each lesson and /or week, teacher monitoring and support for task and teamwork skills.

2. Informal cooperative learning groups

These last from a few minutes to whole lesson usually consist of “ turn to your partner discussion or think-pair-share and can be extended from pairs to four or eight. Structures that support these are : think-pair-share, think-write-pair-compare, write-pair-switch, pair check/check and coach, flashcard game, cooperative based group.

3.3 Advantages of cooperative learning

Wendy (2007:40) explains that there are many benefit of using cooperative learning. Students will appreciate the value of teamwork and make positive contributions when working each other to solve the problem and complete the task. Cooperative learning allows students to enhance their ability to manage ideas and information. The benefits, they are :

1. Positive interdependence

Pupils must feel that need each other, in order to complete the group’s task, that they swim or sink together. They need to feel that they can’t success unless everyone does in the group. Some ways to create this feeling are through establishing mutual goals (students must learn the material and make certain group)

2. Individual accountability

Cooperative learning groups are nit successfully until every member has learnt the material or has helped with, and understood the assignment. It exist when the performance of each individual pupil is assessed and the result are given back to the group and individual.

3. Group processing

Processing means giving pupils time and procedures to analyze how well their groups are functioning and using the necessary skills. This reflection identifies group strength and goals. It helps all group members achieve while maintaining the effective working relationship among member. Feedback from the teacher and students observe on how they observed the groups working by help processing effectiveness.

4. Small group and interpersonal skill

Pupils don't come to school with the social skills they need to collaborate effectively with others, so teacher need to teach the appropriate communication, leadership, trust-building, decision making, and conflict management skill to students and provide the motivation to use the skill in order to function effectively.

5. Face to face interaction

There are two aspects of these, the first is the proximity need it for effectiveness communication. Or eye to eye or knee to knee. The second is it supports thinking skill by ore active involvement with the task and the greater discussion. Oral summarizing, giving, and receiving explanation, and elaborating (relating what is being learned to previous learning) are important types of verbal interchanges.

4. Media

4.1 Definition of media

Media is one of the important things that must be used in teaching learning process and deliver information from someone to other people. Arsyad

(2006:3) defines that media is the message mediator or companion from the sender to receiver. While, media is device used to deliver content of material which includes some books, recorder, video, film, pictures, television, computer, and photograph. Based on the definition above, media is very important because on my way to support teaching and learning process in using media. It can help teacher's presentation in the classroom. It is also expected that the students will get better understanding teacher's explanation, therefore media also has contribution in improving students' skill.

4.2 Kind of media

According to Lessin, Pollock and Reigeluth (1992) in Arsyad (2006: 36) states that media is material for supporting in teaching and learning process in the classroom to make the students get interested while using media, according to him, there are five kind of media, they are: (a) Printed media is media which is conventional media, using printed paper, example: book, textbook, workbook. (b) media based teacher is as facilitator in the classroom or the main resources in delivering material directly, example : teacher, instructor, tutor. (c) audio visual media is media was created by sound and picture which has duration in playing the media. Example: video, film, television. (d) media based computer , example: interactive video and hypertext.

4.3 The advantages of media

Media is the important thing in daily activities because everyone can get new information not only from one area but also abroad, especially in teaching

learning process, media is the most important to create the new and different atmosphere in the class how to make the students enjoy and ease get the material. According Zanon (2006:35), there are some advantages of media, they are:

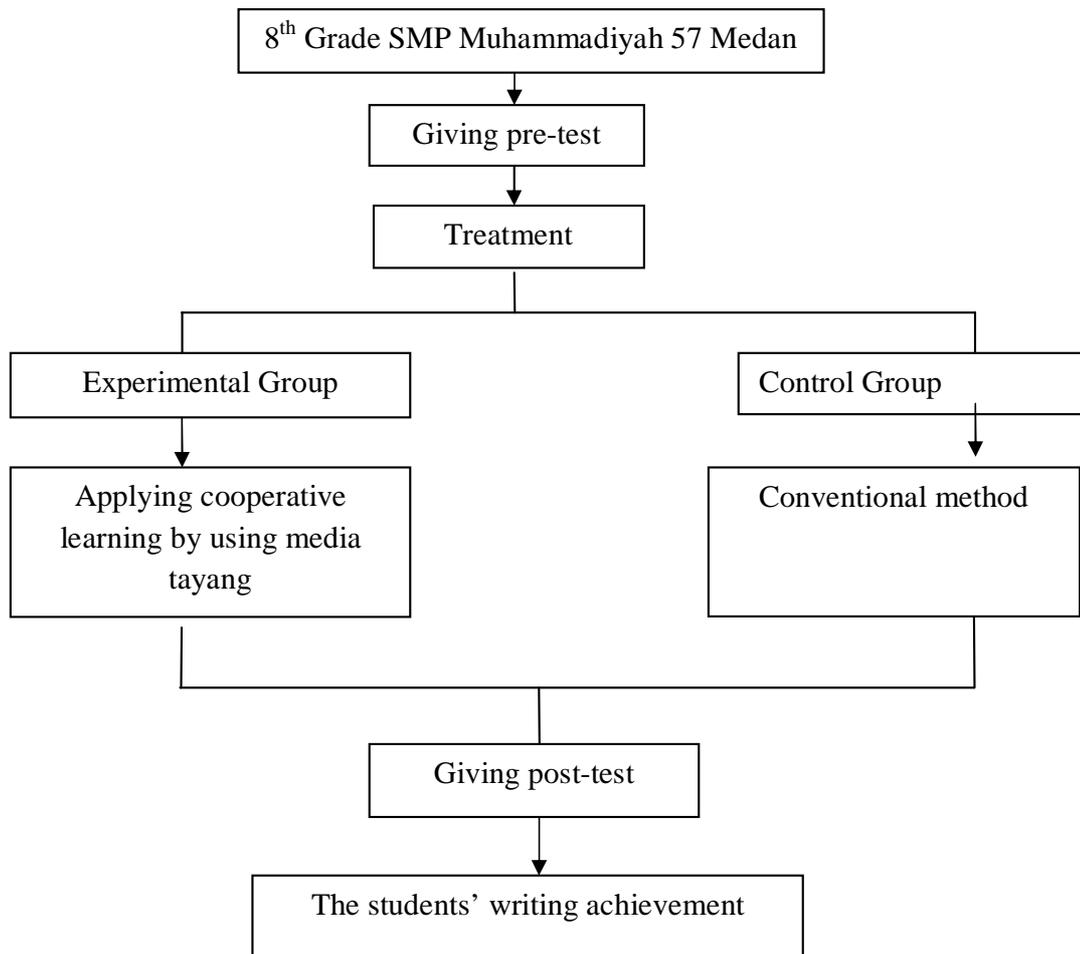
1. It motivates learner and make them secure and self-confident. Besides, it can help language learner monitor their speech and find new vocabularies. They also maintain that in spite of all advantages, for instance, the students are more interesting about the lesson, students not only hear language but also they can see and watch it.

2. The students can listen and comprehend the words on the suitable at the same time, beside, they can see the visualization in served in video when writing the subtitle.

3. The students can be more understand the text and the catch the message that has been delivered because the students are supported by media.

B. Conceptual Framework

Concerning the knowledge of writers, the teaching and learning writing has an important role in improving students' writing skill. In teaching writing, teachers have to find the effective way to do improvement. Nevertheless, most teachers do teaching writing in monotonous way. Therefore the goal can't be reached. In addition, there are many problems while teaching and learning writing that have to face. By applying cooperative learning and using media tayang (broadcast media). It can minimize the problem in the class.



C. Hypothesis

Based on the explanation of both theoretical and conceptual framework, the hypothesis is formulated as follow :

Ha : There is a significant Effect of Applying Cooperative Learning by Using Media Tayang on the Students' Writing Achievement.

Ho : There is no significant Effect of Applying Cooperative Learning by Using Media Tayang on the Students' Writing Achievement.

CHAPTER III
METHOD OF RESEARCH

A. Location Research

This research was conducted in SMP Muhammadiyah 57 Medan. It was located on Jalan Mustafa No.1, Kecamatan Medan Timur. There are two parallel classes. Each class consist 28 students and totally 56 students.

B. Population and Sample

1. Population

The population of this research from eight grade students of SMP Muhammadiyah 57 Medan of the academic year 2018/2019, which consisted of three classes. VIII-A, VIII-B, VIII-C, so the total of population of this research is 83 students.

Table 3.1 The Population of Research

Class	Population
VIII-A	27
VIII-B	28
VIII-C	28
Total	83

2. Sample

The sample of this research will choose VIII-C as experimental group consist 28 students and VIII-B which consist 28 students as control group. The research use purposive sampling because sample that is selected based on characteristics of population and the objectives of the study.

Table 3.2 The Sample Research

Class	Sample
VIII-B	28
VIII-C	28
Total	56

C. Research Design

The research design will apply by using experimental quantitative design to investigate the effect of applying cooperative learning method by using media tayang (broadcast media) in writing. Those two groups are experimental group and control group. The experimental group obtains treatment by applying cooperative learning method and the control group will be taught by conventional method.

Table 3.3 The Research Design

No.	Group	Pre-test	Treatment	Post-Test
1	Experimental (x)	√	Cooperating learning method by using media tayang (broadcast media)	√
2	Control (y)	√	Conventional method	√

D. Technique of Collecting Data

There are some procedures in collecting data :

1. Pre-test

Pre-test was given before treatment process. The function of pre-test will know the mean score before giving a treatment. The test is writing test.

2. Treatment

A treatment will be given to the students. The experimental group will be taught through cooperative learning method by using media tayang (broadcast media) while the control group will be taught by using the conventional method.

3. Post-test

Post-test will be given after the treatment. The post-test will be conducted to measure the competences of the students. Then find out the differences in mean score of both experimental and control group. It also to find out the students' ability in writing after the treatment.

E. Instrument of Research

The instrument of this research was written test. The students will be asked to write the descriptive text. The material is taken from English textbook for VIII of junior high school. According to Jacobs et al (1981) in weigle (2009), in scoring students' achievement in writing there are five indicators to evaluate the writing

achievement, they are content, organization, language use, vocabulary, and mechanism. the following is the score guide in assessing the students' writing.

Table 3.4 Table of Scoring Guide in Students' Writing

Score	Level	Criteria
Content	30-27	Excellent to very good : <ul style="list-style-type: none"> • Knowledgeable • Substantive • Through development of thesis • Relevant to assigned topic
	26-22	Good to average <ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic but lacks detail
	21-17	Fair to poor <ul style="list-style-type: none"> • Limited knowledge of subject • Limited substance • Inadequate development of topic
	16-13	Very poor <ul style="list-style-type: none"> • Does not show the knowledge of the subject • Not-substance

		<ul style="list-style-type: none"> • Not-pertinent • Not enough to evaluate
Organization	20-18	Excellent to very good <ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated and supported • Succinct • Well-organized • Logical sequencing • Cohesive
	17-14	Good to average <ul style="list-style-type: none"> • Somewhat choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
	13-10	Fair to poor <ul style="list-style-type: none"> • Non-fluent • Ideas confused or disconnected • Lack logical sequencing and development
	9-7	Very poor <ul style="list-style-type: none"> • Does not communicate

		<ul style="list-style-type: none"> • No organization • Not enough to evaluate
Vocabulary	20-18	<p>Excellent to very good</p> <ul style="list-style-type: none"> • Sophisticated range • Effective words/idiom choice and usage • Word form mastery • Appropriate register
	17-14	<p>Good to average</p> <ul style="list-style-type: none"> • Adequate range • Occasional errors of words/idiom form, choice, usage but meaning not obscured
	13-10	<p>Fair to poor</p> <ul style="list-style-type: none"> • Limited range • Frequent errors of words/idioms form, choice, usage • Meaning obscured or confused
	9-7	<p>Very poor</p> <ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabularies, idioms, word, form • Not enough to evaluate

Language use	25-22	<p>Excellent to very good</p> <ul style="list-style-type: none"> • Effective complex construction • Few error of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	<p>Good to average</p> <ul style="list-style-type: none"> • Effective but simple construction • Minor problem in complex construction • Several errors of agreement, tense, number, words, article, pronouns, preposition but meaning. Seldom obscured
	17-11	<p>Fair to poor</p> <ul style="list-style-type: none"> • Major problems in simple/complex construction • Frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition • Meaning confused or obscured
	10-5	<p>Very poor</p> <ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors

		<ul style="list-style-type: none"> • Does not communicate • Not enough to evaluate
Mechanism	5	<p>Excellent to very good</p> <ul style="list-style-type: none"> • Demonstrates mastery of conventions • Few errors of spelling, capitalization, punctuation, paragraphing
	4	<p>Good to average</p> <ul style="list-style-type: none"> • Occasional errors of spelling and punctuation, capitalization, paragraphing but meaning not obscured
	3	<p>Fair to poor</p> <ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor hand writing • Meaning confused and obscured
	2	<p>Very poor</p> <ul style="list-style-type: none"> • No mastery of convention • Dominated by errors of punctuation, spelling, capitalization and paragraphing • Hand writing illegible • Not enough to evaluate

F. Technique of Collecting Data

To collect the data of research use some steps :

1. Giving pre-test to both classes
2. Giving treatment to experimental group by applying cooperative learning method by using media tayang (broadcast media)
3. Giving post-test to both classes. The post-test is same as the pre-test
4. Collecting the students' answer sheet

G. The Technique of Data Analysis

After collecting the data from the test, the data will be analyzed by using the following procedures :

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer for correct and wrong answer
4. Listing the score into two tables for experimental group and control group
5. Calculating the total score of pre-test and post-test in experimental group, pre-test and post-test in control group

In order to know whether the applying cooperative learning in writing descriptive text, the writer used formula as shown below according to Sugiyono (2007)

a. Calculating Mean Score

$$\bar{x} = \frac{\sum xi}{N} \quad (\text{Sugiyono:2017})$$

Note :

\bar{x} = Mean

$\sum xi$ = The total of students' value

n = The number of students

b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{(n)(n-1)}} \quad (\text{sugiyono:2017})$$

c. Calculating correlation Product Moment Between X1 and X2

$$r_{xy} = \frac{n\sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{\{n\sum x_1^2 - (\sum x_1)^2\}\{n\sum y_1^2 - (\sum y_1)^2\}}} \quad (\text{sugiyono:2017})$$

d. Determining the percentage of x variable and y variable

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

e. Hypothesis test (T-test)

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}} \quad (\text{sugiyono:2017})$$

in which :

t = t-test

x_1 = Mean of variable 1 (experimental group)

x_2 = Mean of variable 2 (control group)

s_1 = Standard deviation of sample 1 (experimental group)

s_2 = Standard deviation of sample 2 (control group)

s_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between x_1 and x_2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

Data of the research result included the data of student's writing achievement that were taught by using Media Tayang in experimental class and textbook in control class. The purpose of this research was to know there was significant different in the writing achievement on descriptive text between experimental class and control class. This research was conducted at SMP Muhammadiyah 57 Medan in academic year 2019/2020 total of the students in this research 58 students. They were 28 students in VIII C as the experimental class and there were 28 students in VIII B as control class. In experimental class got the total score of pre test was 1814, the highest score was 75 and the lowest score was 50. The total score of post test was 2182, the highest score 90 and the lowest score was 65. Meanwhile, in control class got the total score of pre test was 1709, the highest score was 75 and the lowest score was 50. The total score of post test was 1912, the highest score was 83 and the lowest was 55. The data were got after giving the test in experimental class and control class. After the data were collected, the data were analyzed to prove the truth hypothesis that had been formulated.

B. Data Analysis

The data were collecting by asking the students to write descriptive text as mentioned on the instrument of collecting data. The data of this study were obtained

from the result of the pre-test and post-test were from experimental and control group. The analysis was intended to earn the significance difference between experimental group which teaching by using Cooperative Learning method by Using Media Tayang. Some students' score as representation in experimental group were analyzed taken from the highest, middle, and lowest score. The researcher would calculate into formulas to find out the Mean, Standard Deviation, and t-test. It could be seen in the table below .

Table 4.1

Differences Score between Pre Test and Post Test of the Experimental Group

No.	Students' Initial	Pre Test (X_1)	Post Test (X_2)	(X_1)²	(X_2)²
1	ANM	50	85	2500	7225
2	AA	60	80	3600	6400
3	DA	60	85	3600	7225
4	FDM	55	83	3025	6889
5	FRW	58	75	3364	5625
6	IMP	70	75	4900	5625
7	MD	58	82	3364	6724
8	MIB	60	75	3600	5625
9	MAR	70	78	4900	6084
10	MKA	60	85	3600	7225
11	MZ	63	75	3969	5625

12	MJ	65	83	4225	6889
13	MFA	75	65	5625	4225
14	MEA	63	75	3969	5625
15	NN	75	65	5625	4225
16	NIA	70	79	4900	6241
17	RAP	55	75	3025	5625
18	RMP	70	85	4900	7225
19	RNF	60	78	3600	6084
20	STF	75	85	5625	7225
21	SK	75	90	5625	8100
22	STP	78	75	6084	5625
23	SZP	58	79	3364	6241
24	THF	70	75	4900	5625
25	ZMN	63	65	3969	4225
26	ZRG	75	75	5625	5625
27	PDS	58	75	3364	5625
28	LHP	65	80	4225	6400
Total		$\sum x_1$ 1814	$\sum x_2$ 2182	$\sum x_1^2$ 119072	$\sum x_2^2$ 171102

The description of the data in Experimental class, it could be concluded that the total score of Pre Test was 1814 , the total score of Post Test was 2182. It means

that the score of Post Test was higher than Pre Test. Mean and standard deviation can be accumulated as follows :

a. The Average (Mean)

$$\begin{aligned} x &= \frac{\sum x_2}{n} \\ &= \frac{2182}{28} \\ &= 78 \end{aligned}$$

b. Standard Deviation of X Variable

$$\begin{aligned} SD_1 &= \sqrt{\frac{n \sum x_2^2 - (\sum x)^2}{(n)(n-1)}} \\ &= \sqrt{\frac{28(171102) - (2182)^2}{(28)(28-1)}} \\ &= \sqrt{\frac{4790856 - 4761124}{756}} \\ &= \sqrt{\frac{29732}{756}} \\ &= \sqrt{39} \\ &= 6,2 \end{aligned}$$

4.2 Table

Different Score Between Pre Test and Post Test of Control Group

No	Students' Initial	Pre Test (Y ₁)	Post Test (Y ₂)	(Y ₁) ²	(Y ₂) ²
1	AK	63	78	3969	6400

2	ADS	50	83	2500	6084
3	AP	63	73	3969	6889
4	ANP	58	65	3364	5329
5	AAN	65	75	4225	4225
6	CN	70	65	4900	5625
7	DW	55	75	3025	4225
8	FFS	65	57	4225	5625
9	GNA	58	78	3364	3249
10	GK	60	60	3600	6084
11	IAF	55	73	3025	3600
12	IH	53	55	2809	5329
13	KZ	65	78	4225	3025
14	MRA	65	65	4225	6084
15	MN	75	80	5625	4225
16	MAA	60	60	3600	6400
17	MFH	65	65	4225	3600
18	MI	65	73	4225	4225
19	MSH	60	60	3600	5329
20	NA	55	80	3025	3600
21	NAD	65	65	4225	6400
22	NH	60	60	3600	4225
23	NS	70	65	4900	3600
24	RZ	53	60	2809	4225
25	RNS	65	64	4225	3600
26	RZF	66	60	4356	4096
27	SA	55	60	3025	3600
28	TKD	50		2500	3600
Total		$\sum y_1$ 1709	$\sum y_2$ 1912	$\sum y_1^2$ 105365	$\sum y_2^2$ 132498

The description of the data in control class, it could be concluded that the total score of Pre Test was 1709 , the total score of Post Test was 1912. It means that the score of Post Test was higher than Pre Test. Mean and standard deviation can be accumulated as follow :

a. The Average (Mean)

$$\begin{aligned} y &= \frac{\sum y_2}{ny} \\ &= \frac{1912}{28} \\ &= 68,28 \end{aligned}$$

b. Standard Deviation of Y Variable

$$\begin{aligned} SD_2 &= \sqrt{\frac{n(\sum y_2^2) - (\sum y_2)^2}{(n)(n-1)}} \\ &= \sqrt{\frac{28(132498) - (1912)^2}{(28)(28-1)}} \\ &= \sqrt{\frac{(3709944) - (3655744)}{756}} \\ &= \sqrt{\frac{54200}{756}} \\ &= \sqrt{72} \\ &= 8,48 \end{aligned}$$

Based on the previous data, after the mean was obtained, then the correlation

determined with the formula : $R_{xy} = \frac{n\sum x_1x_2 - (\sum x_1)(\sum x_2)}{\sqrt{\{n\sum x_2^2 - (\sum x_2)^2\}\{n\sum x_1^2 - (\sum x_1)^2\}}}$ it was concluded.

Table 4.3

Calculating Correlation Product Between X1 and X2

No	Students' Initial	Pre Test (X ₁)	Post Test (X ₂)	(X ₁) ²	(X ₂) ²	(X ₁)(X ₂)
1	ANM	50	85	2500	7225	4250
2	AA	60	80	3600	6400	4800
3	DA	60	85	3600	7225	5100
4	FDM	55	83	3025	6889	4565
5	FRW	58	75	3364	5625	4350
6	IMP	70	75	4900	5625	5250
7	MD	58	82	3364	6724	4756
8	MIB	60	75	3600	5625	4500
9	MAR	70	78	4900	6084	5460
10	MKA	60	85	3600	7225	5100
11	MZ	63	75	3969	5625	4725
12	MJ	65	83	4225	6889	5395
13	MFA	75	65	5625	4225	4875
14	MEA	63	75	3969	5625	4725
15	NN	75	65	5625	4225	4875
16	NIA	70	79	4900	6241	5530
17	RAP	55	75	3025	5625	4125
18	RMP	70	85	4900	7225	5950
19	RNF	60	78	3600	6084	4680
20	STF	75	85	5625	7225	6375
21	SK	75	90	5625	8100	6750
22	STP	78	75	6084	5625	5850
23	SZP	58	79	3364	6241	4582
24	THF	70	75	4900	5625	5250

25	ZMN	63	65	3969	4225	4095
26	ZRG	75	75	5625	5625	5625
27	PDS	58	75	3364	5625	4350
28	LHP	65	80	4225	6400	5200
Total		$\sum x_1$ 1814	$\sum x_2$ 2182	$\sum x_1^2$ 119072	$\sum x_2^2$ 171102	$\sum x_1 x_2$ 141088

a. **Correlation Product Between X1 and X2**

$$\begin{aligned}
 R_{xy} &= \frac{n\sum x_1 x_2 - (\sum x_1)(\sum x_2)}{\sqrt{\{n\sum x_2^2 - (\sum x_2)^2\}\{n\sum x_1^2 - (\sum x_1)^2\}}} \\
 &= \frac{28(141088) - (1814)(2182)}{\sqrt{\{28(171102) - (2182)^2\} - \{28(119072) - (1814)^2\}}} \\
 &= \frac{3958148 - 3950464}{\sqrt{\{4790856 - 4761124\} - \{3334016 - 3296594\}}} \\
 &= \frac{7684}{\sqrt{\{29732\}\{43422\}}} \\
 &= \frac{7684}{\sqrt{1291022904}} \\
 &= \frac{7684}{35930} \\
 &= 0,21
 \end{aligned}$$

a. Coefficient

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_1 x_2 - (\sum x_2)(\sum y_2)}{\sqrt{\{n \sum x_2^2 - (\sum x_2)^2\} \{n \sum y_2^2 - (\sum y_2)^2\}}} \\
 &= \frac{56(141088) - (2182)(1912)}{\sqrt{56\{171102 - (2182)^2\} \{56(132488) - (1192)^2\}}} \\
 &= \frac{7900928 - 4171984}{\sqrt{\{9581712 - 4761124\} - \{7419888 - 3655744\}}} \\
 &= \frac{3728944}{\sqrt{(4820588) - (3764144)}} \\
 &= \frac{3728944}{\sqrt{1814538739 \ 6672}} \\
 &= \frac{3728944}{425970} \\
 &= 0,87
 \end{aligned}$$

b. Determining the value of t-test with formula :

After the correlation value as obtained, furthermore specified t-test with the formula :

$$t = \frac{x_i x_i}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

$$t = \frac{78 - 68}{\sqrt{\frac{6,2}{28} + \frac{8,4}{28} - 2(0,2)\left(\frac{6,2}{\sqrt{28}}\right)\left(\frac{8,4}{\sqrt{28}}\right)}}$$

$$t = \frac{10}{\sqrt{0,22 + 0,30 - 0,42(0,11)(1,6)}}$$

$$t = \frac{10}{\sqrt{0,52 - (0,73)}}$$

$$t = \frac{10}{\sqrt{0,21}}$$

$$t = \frac{10}{0,45}$$

$$t=22$$

Based on the calculating of *t-test* , it was found that *t-test* was 22 and the Degree of Freedom in calculating $Df = 2n-2$ as follow :

$$Df = 2n-2$$

$$= 2(28)-2$$

$$= 56-2$$

$$= 54$$

c. Determining the percentage of the Effect X Variable and Y Variable

In determining the percentage of The Effect of Cooperative Learning Method by Using Media Tayang on The Students' Writing Achievement, the formula was :

$$\begin{aligned} D &= r \times 100\% \\ &= 0,87 \times 100 \\ &= 0,87\% \end{aligned}$$

$$\begin{aligned} X &= 100 \% - D \\ &= 100 \% - 0,87 \\ &= 0,13\% \end{aligned}$$

The conclusion of percentage of X Variable and Y Variable or The Effect of Cooperative Learning by Using Media Tayang on The Students' Writing Achievement was 0,87 % and 0.13 % was influenced by other factor 1,673.

C. Testing Hypothesis

Based on the calculating of t-test, it was found that t-test was 22 and based on the level significant of 0.05 with the Degree of Freedom $Df = 2n-2$, $= 2(28)-2 = 5$, t-table was 1,673 . the conclusion, was because t-hitung > t-table or $22 > 1,673$. So, H_0 was rejected. It means that H_a is accepted or there was a significant Effect of Cooperative Learning by Using Media Tayang on The Students' Writing Achievement at SMP Muhammadiyah 57 Medan.

D. Findings

The findings of the researches were described as following :

1. The value of H_0 was greater than t-table in which t-hitung was 22 and t-table was 1.673 ($22 > 1,673$)
2. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant effect of cooperative learning by using media tayang on the students' writing achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There was the data analysis, conclusion were drawn as the following :

1. There was effect of applying cooperative learning method on the students' writing achievement which could be found easier to express their idea and thoughts in writing paragraph. There was an effect of applying cooperative learning method in writing. It showed the final result was $t\text{-test} > t\text{-table}$ ($22 > 1.673$). It means that there was significant effect towards the students' writing achievement.
2. Cooperative learning method by using media tayang for the students' writing be more standardization, they can develop their vocabularies.

B. Suggestion

Based on the result of the study, the researcher proposed some suggestions concerning the research findings:

1. For the teacher, teachers were the suitable applying cooperative learning method by using media tayang on the learning processes . they should know the students' difficulty in writing in order to define the appropriate treatment for the students, by giving media tayang and discuss with their friend, they can easily understand about the topic.

2. For the students, they should attention to the teacher when she/he delivered material. Besides it, memorizing some new the vocabularies to enrich their vocabulary mastery, so that they use the various words to arrange the story.
3. For the researcher, it can be the references for the next researcher to conduct other similar study in writing which can be used for betterment in teaching learning processes.

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LESSON PLAN

School : SMP Muhammadiyah 57
Subject : English
Class : VIII-C (Experimental Group)
Subject Matter : Descriptive Text
Time Allocation : 2 x 45 Minutes

A. Main Competences

- K1 : Responding and applying teaching of religion that they believe.
- K2 : Honoring the honest, responsible, care, polite, curious, confident, tolerant.
Internal-motivated, healthy lifestyle and friendly act in interesting effectively with society within their extent.
- K3 : Understanding the knowledge (factual, conceptual, and procedural) of science, technology, art, culture and humanity with religious, nationalist, civilized and culture horizon related to observable phenomenon and event.
- K4 : try, process and present various things in practical (use, elaborate, string, modify, and create) and theoretical (write, read, count, draw, and compose) in accordance to what they have learned from school and from many other resources within the same point of view.

B. Basic Competence

No.	Basic Competence	Indicator
1.	1.1 Grateful for the opportunity to learn English as international communication embodied	1.1.1 Showing the gratitude for taking English lesson.

		in the spirit of learning.		
2	2.1	Showing the honest, discipline, confident, and responsibility of behavior in implementing transactional communication with the teachers and friends.	2.1.1	Showing the serious attitude in learning and behave politely and care in learning interpersonal communication with teachers and friends.
			2.1.2	Honest, disciplined, confident, caring, cooperation, and loving peace in carrying out communication.
3	3.1	Applying the structure of the text and linguistic elements to carry out the social function of descriptive text by stating of asking events, activities, event and simple in accordance with the context of their use.	3.12.1	Explaining the structures of descriptive text.
			3.12.2	Explaining the linguistic elements of descriptive text.
4	4.14	Meaning of descriptive text. Oral and written, short and simple about activities, events.	4.14.1	Identifying the meaning if descriptive text. Oral and short written about activities , events.
5	5.1	Composing the descriptive text. Oral and written about activities, events with due regard to social function, structure text and correct linguistic elements.	5.15.1	Composing the descriptive oral text and short writing about descriptive text .

C. Learning of Objectives

After following a series of learning activities, students are able to :

1. Observing and identifying the video shown by teacher carefully respond to the questions are given by the teacher.
2. Responding the questions are given by teacher.

3. Identifying the detailed information from descriptive text accurately.
4. Identifying the generic structure of descriptive text.
5. Making the descriptive text individually.

D. Subject Matter

Definition of Descriptive Text

Descriptive text is a text which says what a person or thing is like. The purpose of descriptive text is a text that explain about whether it forms, its properties, its amount and others and to describe and reveal a particular person, place or thing.

Generic Structure of Descriptive Text

- Identification = the introduction of a person, place, animals or object will be described.
- Description = a description of something such as animals, things, places or person by describing its features, forms, colors, or anything related to what writer describe.

Language Feature of Descriptive Text

- **Specific participant** : has certain object, is not common and unique (only one). For example : my house, Borobudur Temple
- **The use of adjectives** : to clarify the noun, for example : a beautiful beach, a handsome man
- **Action Verb** : verbs that show an activity, for example : run, walk, sleep.
- **The use of simple present tense** : the sentences are used in present tense because it tells the truth of the object .

Example of Descriptive Text

My favorite Teacher

My favorite teacher is history teacher, and he is by far the best teacher that I have ever had. He has ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history and his love of being a teacher. Going to his lesson is something we look forward to, not dread, like we do with most other lesson.

It's actually this teacher that I have to thank for my love history. In his lesson, history doesn't mean copying out of textbooks and writing pages and pages notes. History is alive. History is something tangible, that you can see, hear and feel and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he is getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does

E. Teaching Methods

Approaches : scientific

Method : Cooperative learning

F. Tool/Media

Media : Broadcast Media

Tool : Projector and Laptop

G. Learning Resources

1. Textbook of Bahasa Character Building PAKEM Kurikulum 2013.
2. Video of descriptive text.

H. Learning Activities

Activities	Description	Time Allocation
Pre activity	The teacher greets The teacher checks attendance of students The teacher gives students learning motivation contextually according to the benefits and application of the teaching material in daily life. The teacher propose the link between previous material to be taught The teacher explains the objectives and basic competences to be achieved.	15 minutes
Main	Observing Students pay attention to the video is shown by the teacher. Students follow teacher's interaction. Asking The teacher asks about what descriptive text, generic structure, function and tenses are used. The teacher asks what the students think about describing something about place, someone. Associating Students find the meaning of descriptive text from the video. Students note about descriptive text from the video. Communicating each group to explain the result of discussion. Each student makes a descriptive text with the guidance of the teacher.	60 minutes

Post activity	Teacher and students make conclusion of the topic Conducting assessment or reflection on activities that have been carried out consistently and programmed. Provide feedback on the learning process. Telling the next topic.	15 minutes
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I. Assessment of Learning Outcomes.

Table of Scoring Guide in Students' Writing

Score	Level	Criteria
Content	30-27	<p style="text-align: center;">Excellent to very good:</p> <ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough development of thesis • Relevant to assigned topic
	26-22	<p style="text-align: center;">Good to average:</p> <ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic but lacks detail
	21-17	<p style="text-align: center;">Fair to poor:</p> <ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic
	16-13	<p style="text-align: center;">Very poor:</p> <ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive • Not pertinent • not enough to evaluate

Organization	20-18	<p>Excellent to very good:</p> <ul style="list-style-type: none"> • fluent expressions • ideas clearly stated or supported • succinct • well-organized • logical sequencing • cohesive
	17-14	<p>Good to average:</p> <ul style="list-style-type: none"> • some what choppy
		<ul style="list-style-type: none"> • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	<p>Fair to poor:</p> <ul style="list-style-type: none"> • non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	<p>Very poor:</p> <ul style="list-style-type: none"> • does not communicate • no organization • not enough to evaluate
Vocabulary	20-18	<p>Excellent to very good:</p> <ul style="list-style-type: none"> • sophisticated range • effective words/ idiom choice and usage • word form mastery • appropriate register
	17-14	<p>Good to average:</p> <ul style="list-style-type: none"> • adequate range • occasional errors of words/ idiom form, choice, usage but meaning not obscured
	13-10	<p>Fair to poor:</p> <ul style="list-style-type: none"> • limited range • frequent errors of words/ idiom form, choice, usage • meaning confused or obscured
	9-7	<p>Very poor:</p> <ul style="list-style-type: none"> • essentially translation

		<ul style="list-style-type: none"> • little knowledge of English vocabulary, idioms, word form • not enough to evaluate
Language Use	25-22	<p>Excellent to very good:</p> <ul style="list-style-type: none"> • effective complex construction • few error of agreement, tense, number, word order/ function, articles, pronouns, preposition
	21-18	<p>Good to average:</p> <ul style="list-style-type: none"> • Effective but simple construction • Minor problem in complex construction • Several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured
	17-11	<p>Fair to poor:</p> <ul style="list-style-type: none"> • Major problems in simple/ complex construction • Frequent error of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and/ or fragments, run-ons, deletions • Meaning confused or obscured
	10-5	<p>Very poor:</p> <ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • Not enough to evaluate
Mechanics	5	<p>Excellent to very good:</p> <ul style="list-style-type: none"> • Demonstrates mastery of conventions • Few errors of spelling, capitalization, punctuation, paragraphing
	4	<p>Good to average:</p> <ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

	3	<p>Fair to poor:</p> <ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor handwriting • Meaning confused or obscured
	2	<p>Very poor:</p> <ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of punctuation, spelling, capitalization, paragraphing • Hand writing illegible • Not enough to evaluate

No.	Cooperating	Score
1	Work together and be proactive in group during the learning process	3
2	Not completely and less proactively in group during the learning process	2
3	Don't work together and proactive in group during the learning process.	1

LESSON PLAN

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No.	Basic Competence			Indicator
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		English as international communication embodied in the spirit of learning.		
2	2.1	Showing the honest, discipline, confident, and responsibility of behavior in implementing transactional communication with the teachers and friends.	2.1.1 2.1.2	Showing the serious attitude in learning and behave politely and care in learning interpersonal communication with teachers and friends. Honest, disciplined, confident, caring, cooperation, and loving peace in carrying out communication.
3	3.1	Applying the structure of the text and linguistic elements to carry out the social function of descriptive text by stating of asking events, activities, event and simple in accordance with the context of their use.	3.12.1 3.12.2	Explaining the structures of descriptive text. Explaining the linguistic elements of descriptive text.
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Approaches : scientific

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Tool : -

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	<p>generic structure, function and tenses are used.</p> <p>The teacher asks what the students think about describing something about place, someone.</p> <p>Associating</p> <p>Students give opinion of descriptive text .</p> <p>Students note about descriptive text from the others opinion and teacher's explanation.</p> <p>Communicating</p> <p>Each student makes a descriptive text with the guidance of the teacher.</p>	
Post activity	<p>Teacher and students make conclusion of the topic</p> <p>Conducting assessment or reflection on activities that have been carried out consistently and programmed.</p> <p>Provide feedback on the learning process.</p> <p>Telling the next topic.</p>	15 minutes

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	3	<p>Fair to poor:</p> <ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor handwriting • Meaning confused or obscured
	2	<p>Very poor:</p> <ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of punctuation, spelling, capitalization, paragraphing • Hand writing illegible • Not enough to evaluation

The Pre-test Score of the Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	LU	M	
1		14	11	10	13	2	50
2	AA	17	13	13	14	3	60
3	DA	17	14	13	13	3	60
4	FDM	15	12	14	12	2	55
5	FRW	17	12	14	13	2	58
6	IMP	18	16	18	15	3	70
7	MD	16	9	15	15	2	58
8	MIB	16	12	15	14	3	60
9	MAR	22	15	16	14	3	70
10	MKA	17	15	15	10	3	60
11	MZ	18	15	14	13	3	63
12	MJ	16	13	15	16	3	63
13	MFA	22	15	18	17	3	75
14	MEA	12	13	16	16	3	63
15	NN	22	17	17	16	3	75
16	NIA	17	16	18	16	3	70
17	RAP	13	13	15	12	2	55
18	RMP	18	16	17	16	3	70
19	RNF	17	11	15	14	3	60
20	STF	22	17	18	15	3	75
21	SK	21	18	16	17	3	75
22	STP	22	18	18	17	3	78
23	SZP	17	12	14	13	2	58
24	THF	17	17	17	16	3	70
25	ZMN	18	12	13	15	3	63
26	ZRG	23	16	18	16	3	75
27	PDS	18	13	11	14	2	58
28	LHP	17	13	15	15	3	58
TOTAL							1805

Explanation :

- C = Content
- O = Organization
- V = Vocabulary
- LU = Language use
- M = Mechanism



The lowest score of Pre-Test



The highest score of Pre-Test

The Post-test score of the Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	LU	M	
1	ANM	23	19	19	19	4	85
2	AA	17	13	13	14	3	80
3	DA	25	17	18	18	4	85
4	FDM	24	18	18	19	4	83
5	FRW	23	15	16	18	3	75
6	IMP	22	15	18	17	3	75
7	MD	23	19	19	17	4	82
8	MIB	23	16	18	15	3	75
9	MAR	24	15	18	18	3	78
10	MKA	25	17	19	20	4	85
11	MZ	21	15	18	18	3	75
12	MJ	23	18	19	21	4	85
13	MFA	16	16	15	15	3	65
14	MEA	21	16	18	17	3	75
15		14	13	15	15	3	65
16	NIA	24	18	17	17	3	79
17	RAP	21	16	18	17	3	75
18	RMP	24	20	19	18	4	85
19	RNF	22	17	18	18	3	78
20	STF	22	18	19	22	4	85
21	SK	25	19	19	22	5	90
22	STP	21	18	17	16	3	75
23	SZP	22	16	19	18	4	79
24	THF	19	18	18	17	3	75
25	ZMN	15	15	16	16	3	65
26	ZRG	24	13	18	17	3	75
27	PDS	22	16	18	15	3	75
28	LHP	15	15	17	15	3	65
TOTAL							2169

Explanation :

- C = Content
- O = Organization
- V = Vocabulary
- LU = Language use
- M = Mechanism



The lowest score of Post-test



The highest score of Post-Test

The Pre-test score of the Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	LU	M	
1	AK	18	12	13	15	3	63
2		16	11	11	10	2	50
3	AP	17	14	17	17	3	63
4	ANP	14	11	10	13	3	58
5	AAN	15	14	16	17	3	65
6	CN	17	16	18	16	3	70
7	DW	14	14	14	11	2	55
8	FFS	13	16	18	15	3	65
9	GNA	18	13	11	14	2	58
10	GK	18	13	11	14	2	60
11	IAF	13	15	14	11	2	55
12	IH	13	12	14	11	2	53
13	KZ	14	14	18	16	3	65
14	MRA	15	17	14	16	3	65
15	MN	24	15	16	17	3	75
16	MAA	17	12	13	15	3	60
17	MFH	17	15	16	14	3	65
18	MI	15	15	16	16	3	65
19	MSH	16	14	13	14	3	60
20	NA	15	11	14	13	2	55
21	NAD	18	14	15	15	3	65
22	NH	20	13	12	17	3	60
23	NS	19	17	16	15	3	70
24	RZ	14	11	13	12	3	53
25	RNS	21	15	13	13	3	65
26	RZF	23	14	13	13	3	66
27	SA	17	13	8	14	3	55
28	TKD	13	13	9	13	2	50
TOTAL							1709

Explanation :

- C = Content
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The lowest score of Pre-Test



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No.	Students' Initial	Indicators					Score
		C	O	V	LU	M	
1	AK	23	16	17	20	4	80
2	ADS	24	15	20	16	3	78
3	AP	25	16	18	20	4	83
4	ANP	22	15	18	15	3	73
5	AAN	17	16	14	15	3	65
6	CN	23	16	17	16	3	75
7	DW	15	15	17	15	3	65
8	FFS	23	16	15	18	3	75
9	GNA	16	12	14	13	2	57
10	GK	23	17	19	16	3	78
11	IAF	18	13	13	13	3	60
12	IH	23	16	15	16	3	73
13		14	11	13	15	2	55
14	MRA	24	17	18	16	3	78
15	MN	18	15	13	16	3	65
16	MAA	21	18	18	19	4	80
17	MFH	16	14	14	13	3	60
18	MI	18	15	16	16	3	65
19	MSH	21	18	16	15	3	73
20	NA	18	13	12	17	3	60
21	NAD	23	14	5	15	3	80
22	NH	21	14	14	13	3	65
23	NS	17	14	12	14	3	60
24	RZ	17	16	14	15	3	65
25	RNS	16	13	14	14	3	60
26	RZF	21	13	13	14	3	64
27	SA	18	13	14	12	3	60
28	TKD	16	14	15	12	3	60
TOTAL							1912

Explanation :

- C = Content
- O = Organization
- V = Vocabulary
- LU = Language use
- M = Mechanism



The lowest score of Post-test



The highest score of Post-Test

CURRICULUM VITAE

Personal Information

Name : Rizky Maylani
Place / Date of Birth : Kisaran, 10 Mei 1997
Sex : Female
Religion : Islam
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Address : Jln. Tuar 3 Blok XI Griya Martubung, Medan Labuhan

Parents

Father's Name : Asmadi
Mother's Name : Anita
Address : Jln. Tuar 3 Blok XI Griya Martubung, Medan Labuhan

Education

Elementary School : SD. Wahidin Sudirohusodo, Medan Marelan
Junior High School : SMP. YAPIM MABAR
Senior High School : MAN 4 Medan
University : English Department of University of Muhammadiyah
Sumatera Utara

Control Group

I taught descriptive text in VIII B as a control group before giving post-test



I made sure that the students understood about descriptive text by walking around them, got closer to them.



Experimental Group



I gave instruction before teaching descriptive text in applying cooperative learning by using media tayang in VIII B as experimental group.



I asked them to make some groups for discussing about the topic (Descriptive Text) by using their opinions and I typed the questions which must be discussed in a group.



I helped the students in writing descriptive text