IMPROVING WRITING SKILL BY COOPERATIVE GAMES AT THE FIRST YEAR OF SMA HANG TUAH 2 SIDOARJO

THESIS

Submitted as a partial fulfillment of the requirements for the Sarjana Degree in English Language Teaching

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ABSTRACT

Name : HAFID
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In teaching and learning processes we have to master both oral and written English because those components have relationship each other and the four skills of English can not be separated. In order to make the students feel comfortable when they learn English the teacher should have techniques that make them optimally cooperate each other and learn the material. So that the aim of teaching and learning is reached.

This thesis specifically discusses about improving students' writing skill by cooperative games at the first year of SMA HANG TUAH 2 SIDOARJO. The researcher focuses on the X/10 class. Based on the progress of their writing it was raise up although it was not maximally, but the most important thing that they can interact each other when they finish their work. Students who had understood about the material could help the other students that did nothing in their group. In these cooperative games no one becomes winner and loser because they had the same goal in finishing the work together and had the same understanding.

The researcher did this research to answer the research question that state in his thesis (1) How are *Cooperative Games implemented in teaching writing skill* in the first grade of SMA HANG TUAH 2 SIDOARJO ? (2) How are *the students' responses after cooperative games technique are implemented*? (3)How is *the classrooms' atmosphere when cooperative games are implemented*? (4)How is *the progress of the students writing ability after cooperative games are implemented*?

In this research, the researcher used collaborative classroom action research to find out and to measure the students' writing ability after implementing the cooperative games. It was done by using questionnaire, observation check list and students score in every cycle. Based on the question number 5 that they like cooperative games very much was about 13.33% and they like cooperative games was 64,44%. Besides that, based on the question number 20 there were 33,33% answered need to continuo cooperative games very much, and 55,55% need to continuo the cooperative games.

Based on the explanation above the researcher concludes that cooperative games improve the students' writing ability.

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CHAPTER I

A. Background of the study

As a compulsory subject, English should be mastered by the students. In teaching and learning process the students are expected to be able to master both oral and written. It means that at the end of the teaching and learning process the students are expected to master the four skills of English.

However, the students sometimes still have difficulties in understanding English; even though they have got English materials in the previous levels of their study. It is hard for them to communicate in oral or written form by using English. It can be caused by many factors. One of the factors is in the teaching-learning process especially for writing.

Writing is one of the skill components in English. It's a difficult and complex subject because it can not come automatically. It requires some experiences, talent and a lot of regular activity. Writing is different from other skills, such as speaking, listening, and reading. In speaking skill we can clarify our messages by using intonation, expression and gestures. But, in writing the writer should express their feelings, thoughts, and opinions on word form clearly to the readers. Another important difference between speech and writing derived from the fact that is often decontextualised.[1] In communicating a message, writers are usually distant in time and place from the person(s) with whom we want to

[1] David Nunan. *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p.86

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communicate. Therefore, we have to make interferences about the relevant knowledge that is create by the reader and decide what to omit and what to include from their text. They also need to anticipate possible difficulties that the readers might have and take these in order to create their text. It means that they are unable to make use of feedback from the other person to facilitate their communication.[2]

Byrne (1988) states that the writer has to create its own context to the readers. And, it is helped by mechanics and word choice to express feelings, thought, and opinions to the readers. Besides that writing can be viewed as involving a number of thinking processes which are drawn upon in varied and complex ways as an individual composes, transcribe, evaluates, and revises (Arndt, 1987 ; Raimes, 1985). And, the writers' have highly varied of writing, especially in composing processes, although there are any differences between composing first language and second language.[3]

Nonetheless, it is very important for the writer to win the reader's attention, interest, and involvement. (White, 1995) states achieving this will require giving some thought where the readers come from.[4]

An other issue, which refer to is building writing habit.[5] Many students do not want to write. This may be caused by lacking of confidence, they think it is

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[2] Ibid, p. 86
[3] Ronald, V. White, *New Ways in Teaching writing*, (Illinois USA: TESOL Inc, 1995).p,: V
[4] Ibid. p. VI
[5] David Nunan, *Task Based Language Teaching*,(Australia: Cambridge university press, 2007), p. 113

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boring, or believe they have nothing to say. We need to engage them, for early level exactly, with activities which are easy and enjoyable to take part in, so that writing activity not only become a normal part of classroom life but also present opportunities for the students to achieve the success in writing. It is when the students have acquiring the writing habit that they are able to look at written genres and involve themselves in the writing process with enthusiasm.

Based on the reason above, English teacher should be able to facilitate and encourage the students in order to master English especially in writing skill. (White, 1995) states in his book entitled *New Ways in Teaching Writing* that, contributors or teachers have to use a variety and techniques with some original and creative variations on familiar procedures. Teachers need to create an atmosphere where the students will feel free to express their ideas while teaching and learning process take place.[6]

Cooperative learning is not a new idea in education, but until recently it has only been used by a few teachers for limited purposes, such as occasional group project or reports.[7]

> Cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, student team learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. [8]

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[6] Ronald .V. white, *New Ways in Teaching writing*, Op. cit p. VI
[7] Robert E. Slavin, *Cooperative Learning*, (Massachusetts : Allyn and Bacon, 1995), p.2.
[8] George M.Jacobs, et.al, *Cooperative Learning*, (Singapore: SEAMEO Regional Language Centre, 1995), p.16.

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Cooperative writing work well with both process and genres-based approach. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on it.[9] In the generation of ideas two or more people involve is more lively than it is when writing on their own. In genres based-writing two heads analyzes genre specific text as well as, if not better than one head would do. And we often create genre specific text more successfully as a result. Many of our tasks suggest working with a partner or in groups, and we see this work is very important not only does it make the task easier but also livelier and enjoyable.[10] But we must make sure that the students see the writing as cooperative, a relationship between writer and a reader. Nunan states that

> Writing in group, whether as part of a long process or a part of short game like communicative activity, can be greatly motivating for students including as it does, not only writing, but also research, discussion, peer evaluation and group pride in a group accomplishment.[11]

Here, games can be an alternative to do. By playing games the students will feel free to express their own ideas and feelings. Games can also promote a relaxed atmosphere and fun. Moreover, games do not emphasize so much on absolute correctness as an overall message of students' ability in English language. As long as they can understand the games rules, the goal is reached.

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[9] Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: 2003), third edition, p.260.
[10] David nunan *Language Teaching Methodology*, op. cit, p. 91
[11] Ibid, p, 266.

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So far, some previous studies have observed the use of competitive games as a means of teaching speaking. Setyawan, 2003 found that competitive games give many contributions in developing students speaking ability because they can interact with other students or other groups, and they can also show their speaking ability.[12]

However, some experts say that the games may discourage the psychological development of students such as reluctant to speak.[13] Setyawan said in his thesis *Competitive Games As a Means For Teaching Speaking* that in the competitive games only one player or group can be successful, and lack of success can lead to loss of confidence, reluctance to participate.[14] Thus, the researcher offers other technique by using cooperative games. These games would involve all of students' participation of using their ability in written skill and also they learn games cooperatively. So, in this game there will not be any score, winner and someone who loses because she or he do it for the whole class. They will get the class support to participate in order to achieve the goal.

The students at the first grade of SMA HANG TUAH 2 SIDOARJO have several problems in learning writing. These problems are caused by several factors. First, they are still lacking of vocabulary, so they still find difficulties to write down their ideas. Second, when they are composing the text, they still write

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[12] Setyawan, *Competitive Games As Mean For Teaching Speaking*,(Surabaya: UNESA University Press.2003), p. 57.
[13] Ibid, p. 57
[14] Ibid, p

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it down into Indonesian language. The third, their motivation in learning English was also still low.

Then, the result of preliminary study at the first grade of SMA HANG TUAH 2 SIDOARJO shows that the students' achievement in writing class is not good. There are some students who have good writing competence in the classroom. Based on the statement above, the researcher is interested in choosing this school as the object of his research. The researcher wants to help the students to improve their writing competence.

The English teacher of SMA HANG TUAH 2 SIDOARJO has implemented the cooperative games before. Although, there was no researcher who concern to observe those cooperative games. Cooperative games implemented to make the students mind fresh only, there was no the specific goal except to refresh students mind after studying the lesson. And, there was no exact assessment to measure the students' development after playing the cooperative games.

Based on the explanation above, this study would concern about the use of cooperative games in teaching news item text of writing skills in senior high school to improve students' ability in writing skill. He chooses this way in order to describe: a) the implementation of cooperative games, b) to describe students' responses after implementing the cooperative games, c) to describe the classroom atmosphere during the cooperative games held, d) to progress students' writing ability after cooperative games are implemented.

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In the other hand, this way can make them interact with other students because he will be divides the students into some groups to finish the materials according to the topics by cooperating each other. He chooses cooperative games based on the implementation of cooperative learning which has several ways to build students attention

A. Research Questions

Based on the background of the study. The study would answer the following questions:

1. How are *Cooperative Games Implemented in Teaching Writing skill* in the first grade of SMA HANG TUAH 2 SIDOARJO ?
2. How are *The Students' Responses after Cooperative Games Technique are Implemented*?
3. How is *The Class Atmosphere when Cooperative Games are Implemented*?
4. How is *The Progress of the Students Writing Ability after Cooperative Games are Implemented*?

C. Objectives of the study

The study is aimed to find alternative techniques to improve the students' writing ability. Specifically, it is aimed at:

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1. The study is aimed to describe how Cooperative Games are implemented in the teaching of writing especially for news item to the first grade of senior high school of SMA HANG TUAH SIDOARJO.
2. The study is aimed to describe the students' responses after cooperative games are implemented.
3. The study is aimed to describe the class atmosphere during the cooperative games held.
4. The study is aimed to describe the progress of the students' writing ability after cooperative games are implemented

D. Significance of the study

The researcher conducts this study in order to find an alternative technique to help the senior high school students' to practice their writing ability while playing the cooperative games in the classroom, and observing the class atmosphere when the games are played. For the teacher, the findings of the research can be used as an alternative technique to help the students' to improve their writing ability. The suggested games can be a good collection of technique to be used in teaching writing.

E. Scope and Limitation

The researcher observes the first grade students' of senior high school. And, he focuses on the implementing of the cooperative games in writing skills in

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teaching writing. And the researcher use classroom action research (CAR) design in implementing the cooperative games in news item of writing skill.

F. Definitions of Key Term.

In order to avoid misunderstanding and misinterpretation, it is important for the writer to present the definition of key terms as follows:

Cooperative learning	:A group of learning strategies that make the students work together to get the same purpose.[15]
Games	: Form of play or sport with rules.[16]
Writing	:Writing is a production of graphic symbol according to certain convention to from words, sentences, phrase. Etc.
Writing Skill	: The ability to write. It is not the ability of writing some printed symbols only, but also the ability in writing paragraphs.
News	: Is a piece of article or information that tells about some events that are interesting to take as a piece of news.[17]

[15] Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka, 2007), p.42.
[16] A S Homby, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press, 1995), fifth edition, p.1344.
[17] Team Yudhistira, p. 152

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of writing

As we discussed in the first chapter that writing can be viewed as a number of thinking process which are drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises. It is clear that writers have highly varied ways of composing writing task involves a highly creative use of composing process. Although, there are differences between composing first and second language.[1]

There is no doubt that writing is the most difficult for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. (Marcella Frank, 1990) states that the skills that involved in writing are highly complex. Second language writers have to pay attention to higher level skill of planning, organizing, as well as lower level skill of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.[2]

Writing is widely used within foreign language course as a convenient means for engaging with aspect of language other that the writing it self.[3] For

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[1] Ronald, V. White, *New Ways in Teaching writing*, (Illinois USA: TESOL Inc, 1995).p. VI
[2] Marcella Frank. *Writing as Thinking*. Prentice Hall. Inc.1990. Page : 303
[3] Penny Ur, *a Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.162.

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instance, learners note down new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions, do written test. In this example writing is simply used either as a means of getting the students to attend and practice a particular language point.

For those reasons, most of students are afraid to write. It because they doubt to make mistakes. Because writing its self is clearly complex process, and competence writing is frequently accepted as being the language skill to be acquired.[4]

B. Teaching Writing

There are many reasons for getting students to write, both and outside the class. Firstly, writing gives them more "thinking time" then they get when they speak spontaneously. This allows them more opportunity for language processing. That thinking about the language whether they are involved in study.

When we thinking about writing, it is helpful to make a distinction between writing - for – learning and writing –for – writing. In the case of the former, writing is used as the practice tools to help the students practice and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five or the new words or phrases they have been learning. Writing activities like those examples are designed to give reinforcement to the students. This is particularly useful for

[4] David Nunan *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p.91

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those who need visual and kinesthetic activity.[5] Another kind of writing for learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity.

Writing – for- writing, on the other hand, is directed at developing the students' skill as writers. In other word the main purpose activity of this type is that the students should become better writing, whatever kind of writing that might be. Whereas in writing – for – writing activities it is usually the language itself that is the main focus of attention. In this type, we look at the whole text. This will include not only the appropriate language use, but also text construction, layout, style and the effectiveness.[6] After we know that, it is clear that the way we organize our students' writing. The way we offer advice and correction will be different, depending on what kind of writing they are involved in.

When we talking about the kind of students writing, it is better for us to know the genres of writing. Because, we can classify what kind of writing that our students produced. The kind of writing we ask to the students to do it will depend, as most other things do, on their age, level, learning style, and interest.

We would not get beginners to try to put together a complex narratives composition in English subject. We probably, would not ask a class of advance business students to write a person about their mother (unless we have specific

[5] David Nunan. *Task based on language teaching.* (Australia: Cambride University Press. 2007. p. 112

[6] Ibid page : 112

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reasons for doing this).[7] in order to help students write successfully and enthusiastically in different styles, we are need to consider three separate issues.

1) Academic Writing

- Paper and general subject of report
- Essay and composition
- Academically focused journals
- Short – answer test responses
- Technical report (e.g. lab report)
- Theses, dissertation

2) Job-Related Writing

- Message (e.g. phone message)
- Letters/ e- mails
- Memos(e.g. interoffice)
- Report (e.g. job evaluation, project report)
- Schedules, labels, signs
- Advertisement, announcement
- Manuals

3) Personal Writing

- Letters, Emailing Greeting cards, Invitations, Messages, Notes
- Calendar Entries, Shopping List, Reminder
- Financial Documents, (e.g. Checks, Tax Form, Loan Applications)

[7] Ibid, p. 113

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- Forms, Questionnaires, Medical Report, Immigration Documents
- Diaries, Personal Journal
- fictions, (e.g. short stories, poetry)[8]

Beside the genres above, writing skill has the types of writing performance that capture the range of written production are considered here. Each categories resembles the categories defined for the other three skill. But, these categories always reflect the uniqueness of the skill area.

1) *Imitative.* To produce written language, the learner must attain skills fundamentally of basic task of writing letters, words, punctuations, and very brief sentences. This category include the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English system. It is a level in which learner.
2) *Intensive* (controlled). Beyond the fundamental of imitative writing, are skills in producing appropriate vocabulary within the context, collocations, and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are some important in determining correctness and appropriateness. But, most assessment task are more concerned with a focus on form and usually controlled by the test design.
3) *Responsive.* Here, assessment task require the students to perform at a limited discourse level, connecting, sentences into a paragraph and creating a logically connected sequence of two or three paragraph. Task respond to

[8] H. Douglas Brown, *Language Assessment*, (San Fransisco: Longman, 2004), p. 219

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pedagogical directives, list of criteria, outlines, and other guidelines. The genres of writing include brief narratives, descriptions, short reports, summaries, brief responses to the reading, and interpretation of chart of graphs. Under the specific condition, the writer begin to exercise some freedom of choice among alternatives form of expression if the ideas. The writer has mastered the the fundamental of sentence – level grammar and is more focused on the discourse conventions, that will achieve the objectives of the written text. Form focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4) *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purpose, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focused on achieving a purpose, organizing, and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety and in many case engaging in the process of multiple draft to achieve a final product. Focus on grammatical form is limited on occasional editing or proofreading of a draft.[9]

1. Micro and macro skills of writing

Now, we turn on to taxonomy of micro and macro skills that will assist you in defining the ultimate criterion of an assessment procedure. The earlier

[9] Ibid, p. 220

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micro skills apply more appropriately to imitative and intensive types of writing task, while the macro skills are essential for the successful mastery of responsive and extensive writing.[10]

2. Writing as a process writing as product

There is a high tension in most aspect of language learning and teaching between language as a process and language as a product. Traditionally, in curriculum practice, a distinction has been shown between the activities of the methodologist which has been focused on processed and the syllabus designer which focused on product.[11] In teaching writing when we focused on the writing as product, we are only interested in the aim of a task and in the end product. And, the aim of writing as a process is to get to the heart of the various skills that should be employed when writing.[12] (Nunan, 1989) states a product- oriented approach, as the title indicates, focus on the end of the learning process- what is that learner is expected to be able to do as a influent and competent user of the language. Process approaches, on the other hand, focus more on the various classroom activities which are believed to promote the development of skilled language use.[13]

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[10] Ibid, p. 221
[11] David Nunan *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p.86
[12] Jeremy Harmer. Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: 2003), Third Edition, p.257
[13] David Nunan, *Language Teaching Methodology*, op. cit, p. 86

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According to Zamel, the writing class should bring the learners purpose for writing which transcend that of producing text for the teacher evaluation. Writing skill can develop rapidly when the students concerns and interests are acknowledge, given opportunities to write, and when they are become the participant in community writers. [14]

Unfortunately, like many educational debates, proponent of process and product approach present and preserve distinctions which are more ostensible than real. There is no principled reason why writing as process can not be integrated with the practice of studying and even imitating written models in the classroom.

C. Cooperative learning

1. Definition of cooperative learning

Slavin, 2007 said that cooperative learning is one of methods which students work together in their team to master the material given by the teacher. Johnson on George M. Jacobs books', 1995 entitled *Cooperative Learning* said that *Cooperanon* its means working together in their team or share with team member reach the goals. Within cooperative activities individuals seek outcomes that are beneficial to all other groups' members.[15]

[14] Ibid, page 88
[15] Isjoni, *Cooperative Learning*, (Bandung : Alfabeta, 2007), p.15.

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Davidson's definition shows the diversity which exists among views of cooperative learning, which are:[16]

1.A task for group completion, discussion, and (if possible) resolution

2. Face-to-face interaction in small groups

3. An atmosphere of cooperation and mutual helpfulness within each group

4. Individual accountability (everyone does their share)

5. Heterogeneous grouping

6. Explicit teaching of collaborative skills

7. Structured mutual interdependence

Completely, cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.[17]

2. The advantages of Cooperative Learning

Mc Goarty on Carolyn Kessler books', 1992 entitled, *Cooperative Language Learning* identifies six primary of cooperative learning, and these are:[18]

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[16] George M. Jacobs, *Cooperative Learning*, (Singapore : SEAMEO Regional Language Center, 1995), p.17.

[17] Carolyn Kessler, *Cooperative Language Learning*, (New Jersey : Prentice Hall Regents, 1992), p.8

[18] Ibid, p. 2-3.

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1. Increased frequency and variety of second language practice through different types of interaction
2. Possibility for development or use of the first language in ways that support cognitive development and increased second language skills
3. Opportunities to integrate language with content based instruction
4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning
5. Freedom for teachers to master new professional skills, particularly those emphasizing communication
6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning

Bassano and Christison on Carolyn Kessler books', 1992 entitled, *Cooperative Language Learning* identify four kinds of benefits of cooperative learning, these are:[19]

1. Cooperative can assist with classroom environment and social tasks
2. Cooperative learning can be useful in selecting content and setting goals
3. Cooperative learning can help in developing materials
4. Cooperative learning can assist in monitoring progress and evaluative tasks

And there are three other benefits of cooperative learning, these are:

[19] Ibid, p.3.

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1. Cooperative learning classes are often more relaxed and enjoyable than traditional classes. This creates a positive learning environment, with more students attentive to assigned tasks
2. Cooperative learning can help address the needs of heterogeneous classes, diverse in home languages, English language proficiency and academic achievement
3. Cooperative learning offers a wide variety of techniques, strategies and consideration for teachers

In conclusion, based on the explanation of benefit of cooperative learning above. Mc Groarty and Bejarano conclude the three major;[20]

1. Cooperative learning provides a richness of alternatives to structure interaction between students. These are important for language development and developing familiarity with new academic content material. Direct teaching does not disappear in cooperative learning classes, but the ratio of information giver to information- receiver does not change dramatically. Cooperative learning provides a framework for organizing interaction- type according to the kind of information students are learning (such as discrete, high consensus knowledge or low consensus knowledge) according to the kind of lesson objectives (such as developing awareness or skill mastery)

[20] Ibid, p. 7.

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2. Cooperative learning addresses content area learning and language development needs within the same organizational framework. The effect of combining language learning may be multiple active rather than simply additive. For instance, emphasizing prosocial behavior addresses important language functions while increasing content. And, since it is done within a meaningful, highly motivated context, within an instrumental and referential environment, the language functions may be learned more effectively that through traditional direct teaching methods.
3. The variety of ways to structure student practice with lesson material increases opportunities for individualized instruction, such as peer provided clarifications. As a result, lesson objectives may be achieved more rapidly and more efficiently. The increased quantity and quality of communication apparently bring more benefit that the 'risk' the students may receive incorrect information or input non- standard varieties of language. Nonnative English speaker show gains in academic achievement and in language acquisition either equivalent or superior to gains through direct whole class teaching.

3. Characteristic of cooperative learning

The interaction may be as simple as having students discus points of a lecturer in pair or they may be a complex, based on precise grouping, grading, or specialized task. Not all of group work or informal collaboration between

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students is a cooperative. Cooperative learning is distinctive because it may include attention to the positive interdependence, team formation, and accountability, attention to social skills, structures and structuring. Bellow is the characteristics of cooperative games:

1) Positive interdependence: means that one individual is associated with other. When one student achieves, other students as well.
2) Team formation means that students or teacher can assign the group. But, the most important thing to do in this characteristic is the groups are designed before and include of heterogonous students.
3) Accountability, students may be made individually accountable by assigning each student a grade on his or her own portion of the team project or by the rule that the group may not go on to the next activity until all team members finish the task. A primary way to ensure accountability is trough testing.
4) Social skill means ways of students to interact each other to achieve activity or task objectives such as asking and explaining. And students' ways interact with their teammates such as praising or recognizing. Social skill can be emphases by assigning.

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5) Structures are generic, content-free ways of organizing students' interaction with content and with each other. Such as; one student talks while other student listen.[21]

There are some important criteria that should be applied to classroom tasks in order to make group work effective. These are:[22]

1) Students work in small heterogeneous groups.
2) Students work in positive interdependence
3) Students are accountable both as individuals and as a group
4) Students learn through sample opportunity for purposeful talk
5) Students learn and practice cooperative skills as they study and explore the subject matter together

4. Kinds of cooperative learning

There is no single way to implement cooperative learning in the classroom. Likewise there is no one method, model, or type of cooperative activity. A variety of models, methods, structures, and materials are available to implement cooperative learning in the classroom. These are students Team Achievement Division (STAD), Team Games Tournament (TGT) and jigsaw. All involve the elements of cooperative learning but were developed for different purposes, including learning specific subject matter, providing a framework for mainstreaming students with special needs, memorizing basic

[21] Ibid. p.8-15
[22] Ibid, p.130.

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facts, providing a classroom management scheme, improving relations among different ethnic and racial groups, promoting higher order thinking, and developing social, collaborative, and cooperative skills. All three methods also incorporate team reward, individual accountability, and equal opportunities for success, but in different ways.[23]

Students Team Achievement Division (STAD) is one of cooperative learning method in which students are assigned to four member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure all the team members have mastered the lesson. Then all the students take individually quizzes on the material, at which time they may not help one another.[24]

Team-Game-Tournament (TGT) has many of the same dynamics as STAD, but replaces the quizzes with weekly tournaments, in which students play academic games with members of other teams to contribute points to their team scores.[25]

The last cooperative learning methods is jigsaw. In it, students work in the same four members, heterogeneous teams as in STAD and also TGT. Each team member is randomly assigned to become "expert" on some aspect of the reading assignment. Then experts from different teams meet to discuss their

[23] Robert Slavin, *Cooperative Learning*, op.cit, p.4.
[24] Ibid, p.5.
[25] Ibid, p.6.

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common topics. Next, they return to teach their topics to their teammates. Finally, there is a quiz or other assessment on all topics. Scoring and team recognition based on improvement are the same as in STAD.[26]

D. Games in Language Learning

Language learning is a hard work. One must make an effort to understand, to repeat accurately, to conversation, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games can help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take a part in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.[27]

Some games may take a view minutes to play. Those which have several steps will take longer. We should use a complete game as the later steps build on the earlier. Though each step is complete in itself. Suggestions are made from time to time for developing the games.[28]

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[26] Ibid, p.6.
[27] Andrew Wright. *Games In Language Learning*, (Australia: Cambridge University Press 1993(.p.1
[28] L.A. Hill. Language teaching games, (London: evans brother limited, 1987), p. VI

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Many games cause as much density of practice as more conventional drill exercises, some do not. The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. Many games provide this repeated use of language form. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to sense the working of language as living communication.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak, and write will be more vividly experienced and, therefore, better remembered.[29]

Before, applying the games in the classroom it is important for the teacher to realize the level of the learners or which age groups are games for? Here, are some questions before applying the games which are;

1) Will the game take you a long time to prepare, compared with the amount of useful work you will get from it?
2) Will it relatively easy for you to organize in the classroom?
3) Is it likely to interest the particular group of learners you have in mind?
4) Is the language skill you are concerned to teach intrinsic to the activity? Or are you (honestly) just forcing it into the game?

[29] Andrew wright. Games for languge learning, Op, cit, p.1

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5) Is the amount of language and the type of use enough to justify the use of the games? Or do you have another good reason for introducing it?

If your answer is 'yes' to teach that questions, then the game you have in mind is a highly efficient means of satisfying your learners needs.[30]

1. The advantages of games

One useful approach to encourage language acquisition when teaching English is using language games. When using games in the classroom, teachers should have a total understanding of the definitions of games, which usually are defined as a form of play with rules, a goal and an element of fun.[31]

There are many advantages of using games in the classroom:

1) Games are a break from the normal routine of the language class.
2) They are motivating and challenging.
3) Learning a language is hard work. Games help students to make and maintain the effort of learning.
4) Games provide language practice in the four skills. Speaking, writing, listening and reading.
5) They encourage students to interact and communicate.
6) They help the teacher to create contexts in which the language is useful and meaningful.

[30] Ibid, p.3
[31] The Internet TESL Journal, Vol. VIII, No. 9, September 2002.

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7) Games build class cohesion.

8) Games promote whole class participation and cooperation.

9) They can give shy students more opportunity to express their opinions and feelings.

10) Games can help lower students. Stress in the classroom, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun. (Su Kim, 1995).[32]

After the explanation above we can make the assumptions the general benefits of games.[33]

They are:

Affective:

1. Lowers affective filter
2. Encourages creative and spontaneous use of language
3. Promotes communicative competence
4. Motivates
5. Fun

Cognitive:

1. Reinforces
2. Reviews and extends

[32]Http://www.*tesolonline*.com/articles/complete_articles.php?index=335&category=33

[33] Http://www.*teflgames*.com/why.html by Lee Su Kim 'Forum' Vol. 33 No 1, January - March 1995, p, 35.

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3. Focuses on grammar communicatively

Class Dynamics:

1. Student centered
2. Teacher acts only as facilitator
3. builds class cohesion
4. Fosters whole class participation
5. Promotes healthy competition

Adaptability:

1. Easily adjusted for age, level, and interests
2. Utilizes all four skills
3. Requires minimum preparation after development

2. Cooperative games

Cooperative games means the game that emphasizes the group contribution. In other words, games which can be played in pair or groups.[34] It emphasizes participation, challenge, and fun rather than defeating someone. Cooperative games emphasize fun rather than competition. Cooperative games are not new. Some of the classic games we participated in as children are classic because of on play emphasis. There may be competition involved; but the outcome of the competition is not loosing and sitting out the rest of the

[34] Ibid, p. 2

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game. Instead, it may involve switching teams so that everyone ends up on the winning team.[35]

As a whole, there is an evidence that adult learners are not very interested in competing with others. They are much more concerned with coming up to their own standard. [36] When the learners play the games there is no one who loses or wins the game, the most important aim of this cooperative game is the fact that the learners have same understanding about the materials. In the classroom, the shy learners tend to get practice and to become more embarrassed as time go on. And, the cleaver students tend to dominate the class. That is why the cooperative games need to promote cooperation the learners to each other. Learners who has understanding the material could help other learners, in order to make the group have the same understanding and there will no learners who less and high understanding of the materials. It means that the students have same understanding, because they are same in their group to cooperate and help others.

In other hand, teacher should create an atmosphere in which they can forget their lack and begin to take a part alongside the less shy or the more competence students. Another way is divided the class into smaller groups. When the class is divided, the teachers' role changes. In group activity he can sets task which may differ according to need, the teacher rules now is to go

[35] Http://www.*learningforlife*.org/exploring/resources/99-720/x08.
[36] Ibid,p.V

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around the groups, listen carefully and only interface if appears to have misunderstood the task itself, or is making a serious mistake which no group member appears to have noticed.[37]

However, it is usually found that in group some member will recognize and draw attention to such a mistake. The teacher can help or hinder this by his behavior. If he or she looked upon as the only person who knows that is right and wrong, then members will tend to avoid helping others to recognized the same. If in the other hand, she or he show that he or she the expects the group's member to help each other, this responsibility is more widely shared, and each group become responsible for his own standard.[38]

3. Kinds of Cooperative Games

As cited on cooperative games above that the games emphasize the group contribution to solve and have same understanding of the material. In order to make the students cooperate each other in their group, the types and the rules of the games needed. Here some of the games that used from the first meeting until the last meeting. They are:

a. Chain Story.[39]

Language : Making up the news, generic structure of news item.

[37] L.A. Hill, *Language Teaching Games*,op, cit, p. 1
[38] Ibid, p.IV
[39] Penny Ur, *Five-Minutes Activities*, (Australia: Cambridge University Press, 1995), p. 7

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Skill	: Writing
Control	: Free
Level	: All range or all level
Time	: 20 minutes
Materials	: A piece of paper that contain a sentence, handbook,

Procedure

Teacher makes some groups consisting of 6-7 students. Then, teacher should give the first sentence to one of the group member; student who gets the turn should add and write down another sentence installment by using the last word of the last word of the first student. After finishing the game, teacher asks the student to read the result loudly. Teacher do it until 2 or 3 times (See also appendix)

b. Leave behind game.[40]. This game is the modification of fantasy stories games the specific are:

Language	: Making up the news, generic structure of news item.
Skill	: All
Control	: Guided
Level	: All level

[40] Andrew wright. *Games for languge learning*, Op, cit, p.100-101

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Time	: 45 minutes
Materials	: Newspaper picture, handbook,

Procedure

Teacher makes some group consisting of 6-7 students and distribute the pictures to all of the groups. Different group has different picture. In their group, students discuss and interpret what they find. What happened, when did it happen, where and who is the participant. Next, the student makes news according to the picture and the group agreement. After understanding the content, the groups should leave one student and the pictures in their group in order to be the one who answer the result of her or his group when the new group asks their news. The new group which interviews the student who leave behind should write down the result of interview and arrange the new news.

c. Paper throwing.[41]

Language	: Making up the news, focus on the generic structure.
Skill	: All
Control	: Guided
Level	: Intermediate/ Advance
Time	: 45 minutes

[41] Http//Www.Mufida. com, Pembelajaran Cooperative Learning, Articles/complete_articles.php?index=335&category=33

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Materials	: Piece of paper for writing down the question before throwing it to other group, handbook,

Procedure

Teacher makes some small group consisting of 3-4 students to discuss about the news and write down the result of the discussion. Then, teacher combines the groups which have same topic or news. The next was the teacher ask the groups about the news they have chosen, why it happen, when did and who are the participant. Etc. after finishing the discussion the teacher asks the students to make a list of questions to the other group on the paper and make it like a ball, then throw it to the others group they want to ask. The group that has gotten the paper should answer the questions on the paper and throw it to the group thrown it before as well. The last, they must arrange or making the news according to the list of answer they got from the other groups.(See Appendix)

d. Crazy news.[42]

Language	: Simple past tense, reported speech
Skill	: Writing
Control	: Guided
Level	: All

[42] Http://useit.vn/content/view/2496/130/lang,english/

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Time	: 45 minutes
Materials	: Six sheets of paper with six columns which bear the following titles at the top.

Procedure

Teacher divides the class into groups (consist 6-7 students). She gives each group one sheet of paper. Ask the first student to write under the first part and fold the paper so as to cover what he has written. Tell the student to pass the paper onto the next person. As each person writes, he should only look at his fold. When all students finish, one student from each group will be asked to read their result. (See Appendix).

E. News Item

In order to make comprehend understanding about the news item, it's better to know what is the news it self. Charles Dana, an editor of sun, in New York during the 19th century said that; *news is an event which interests a large part community and which has never been brought to their attention.*[43] In other word News is a timely report of anything that interest to the humanity and the best news is that which interest the most reader.

News item is a piece or article of information that tells about some events that are interesting to take as a piece of news.

[43] Anna Mc Kane, *News Writing*, , (London, Sage Publications Inc. 2006), p. 1

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News can be found in newspaper, magazine, television, etc. there are many kinds of topic in the news, it can be politics, economics, health, etc. There re three points in generic structure of the news. First, newsworthy event this point recounts (tells) the event in summary form. Second, background event, it is elaborate what happened, to whom, and in what circumstances. In other words, this point usually deals with 5 W 1 H for instance where did it happen? When did it happen? Who are involved in the event(s)? Why did it happen? And how did it happen. The third sources, it means comment usually given by the participant, witness, authorities, and expert on the event.

Beside that, there are generic features of news item. First is a headline, usually in written news. This point is the short of information about the news. Second, using qualifier (ex. adjective) to describe the situations. Third is using simple past frequently. Forth, past continuous and past perfect tense is used. Fifth is using present perfect and simple present in quotation. Sixth is expression to show mental process, realize, feel, etc. the last is using direct and indirect speech especially in quoting statements or reported speech.

In the other hand, there are four main factors that determining news values. [44]

The first one is *timelines*: The reader wants the news to be the new. That is why they buy the newspaper or listen to the broadcast. Another is *proximity*: the readers find more interest in minor evens close at hand than the important one far away. The third factor is *size*: the very small and the very large one attract

[44] Ibid. page.217

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attentions. We find interest in minuteness as well as in magnitude. For instance, when we heard the accident, we usually ask the number of the lives lost and the extent of the damage done. The forth factor is *importance* is the news reported important or in any way significant? We might naturally think that this factor should head our list. The better papers and the better newscast seek is to give the news that hold significant and importance for the readers.

F. Writing Assessment

H. Douglas Brown in Fried, 1993 states that testing occurs any time we are 'try' something' cooking a special meals, going roller blading, writing an essay. As we perform, we are also evaluating that performance and respond to that evaluation.[45] Teacher should evaluate students writing and the primary objectives should be long-term improvement and cognitive change.[46]

The primary objectives of students writing should be long-term improvement and cognitive change through revision of students' texts. Because, evaluation is often interwoven with more objectives, less judgmental teacher response. Revision is often linked with evaluation; that is, evaluation is also a form of intervention and response, and the result of the evaluative intervention should be based on (a) developed and articulated by the teacher and (b) revisions

[45] Joy M Fried. *Teaching ESL Writing* (New Jearsey: Englewood Cliff,. 1993), p.229
[46] Ibid, p. 229

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made various drafts by the students as a result of response and advice from other students.[47]

Responses to and evaluating of student writing have as their goal revising. ESL students seem particularly limited in their repertoire of strategies for revising their writing, even when they understand the teachers' feedback.[48]Moreover, research on the revising strategies of ESL students has indicates that less experienced writers tend to revise at word level and often get "writers block" when the exact vocabulary is not immediately available, thereby circumstancing real revision. Inexperienced writers also tend to edit or clean up their paper rather than to revise them. That is they correct surface structures, concentrating on accuracy (changing miss spelling or, monitoring for agreement and verb tense problems). Effective revision is not a series of discrete stages applied hurriedly to small pieces of text just before turning in the final draft. Rather it is a recursive shaping of thought, a sequence of changes in a piece of writing. Teacher must therefore prepare their students for revision not only by intervening in their writing but also by modeling successful revision for all writing, and by using class time to teach students to revise.[49]

Generally, there are two basic types of grading; *analytic* and *holistic*. Both can be useful tools for evaluating students writing. But each has different purpose. *Analytic* scoring separates various factors and skill and so can be used by teacher

[47] Joy M. Fried, *Teaching ESL writing*, op.cit., p. 229
[48] Ibid, p.233
[49] Ibid.p. 234

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to diagnose students' writing strength and weakness. *Holistic scoring* asses the overall competence of a piece of writing, but it neither diagnose problems nor prescribes remedies for the writing.

One of the most widely used analytical scales for ESL writing is the composition profile (H. Jacob in Fried, 1993).[50] The profile offers an analytic method of assessing the writing ESL students that can also be used to provide learners with feedback about their writing. The composition profile has five components with content the first and most heavily weighted, the other are organization, vocabulary, language use, and mechanic, below are the composition profile of Holly Jacobs:

ESL composition profile

There were five component of scoring students writing. They were content, organization, vocabulary, language use, and mechanics. Those components had some levels which show by using numbers and criteria which show by using comments. Those components were to measure students' writing progress in every cycle.

1) Content:

Level 30-27 means that the students had excellent to very good criteria, their writing was knowledgeable. Substantive development of thesis and relevant to assigned topic. 26-22 level was good to average criteria because their writing was sure knowledge of subject. Adequate range.

[50] Ibid. p.236

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Limited development of thesis. Mostly relevant to the topic but lacks detail. 21- 17 were fair to poor because their writing limited knowledge of subject. Little substance. Inadequate development of topic. 16- 13 were very poor because their writing did not show knowledge of subject. Non-substantive. Not pertinent or not enough to evaluate.

2) Organization

Level 20-18 was excellent to very good because their writing was fluent expression. Ideas, clearly stated/supported. Succinct. Well organized. Logical sequencing, and cohesive. 17- 14 were good to average because students writing were somewhat choppy. Loosely organized but main ideas stand out. Limited support. And, logical but incomplete sequencing. 13- 10 were fair to poor because it was non- fluent. Ideas confused and disconnected. Lack logical sequencing and development. Level 9-7 was very poor because students writing did not communicate. No organization or not enough to evaluate.

1. Vocabulary

Level 20- 18 was excellent to very good. It means that students writing were sophisticated range. Effective word / idiom choice and usage. Word form mastery. And, appropriate register.17 – 14 means good to average because students writing were adequate range. Occasional errors of word / idiom form, choice and usage but meaning not obscured. Level 13 – 10 was fair to poor because students writing were limited range. Frequent errors of

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work/ idiom form, choice, usage, and meaning was confuse or obscured. 9 – 7 level was very poor because students writing little knowledge of vocabulary, idioms, word form or not enough to evaluate.

4) Language use

Students rank was very good if they got 25 – 22 level, because their writing was effective, complex construction. Few errors of arrangement, tense, number, word order/ function, articles, pronouns and prepositions. 21 – 18 was good average because the students writing were effective but simple construction. Minor problems in complex construction. Several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured. 17 – 11 were fair to poor because their writing was major problem in simple/ complex constructions. Frequent errors of negations, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragment, deletions, meaning confused or obscured. 10 – 5 level was very poor because no mastery of sentence construction rules. It did not communicate.

1) Mechanics

Excellent to very good was on 5 levels. It means that students writing was demonstrate mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing. 4 range or level were good to average because their writing was occasional errors of spelling, punctuation, capitalization, paragraphing. But, meaning not obscured. Level 3 were fair to poor because

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their writing was frequent errors of spelling, punctuation, capitalization, and paragraphing, poor handwriting. Meaning confused or obscured. 2 levels were very poor because students writing was no mastery of conventions, dominates errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible.

After analyzing students writing based on those ESL composition profiles we should calculate the result of the students writing by using grades according to the ESL composition profile as well. The grades as follow:

Grades: **A = 90 - 100**

B = 80 - 90

C = 70 - 80

D = 60 -70

F = Bellow 60

Many factors can be evaluated in writing, among them content, purpose and audience, rhetorical matters (organization, cohesion, unity), and mechanics (sentence structure, grammar, vocabulary, and so forth). Writing assessment work best and is most fair to learners when it takes into account who the learner is, the parameter of the situation in which the learners produce writing, and the overall context in which educational success to be achieved for the students writers.[51]

[51] Ibid.p.245

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Ideally, teacher should approach every evaluation as if they were readers encountering the work for the first time; teacher should give the possible and appropriate reading in their work. The evaluation of students' writing usually begins with response by writing a comment on a draft, students and teacher conferring, and teacher intervention in the classroom. The major objective of such evaluates responses is to focus on how to help the students solve their problem by giving some specific advice that is honest but never cruel or sarcastic.

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CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer describes the research design which is use in this research, the subject of the data, research procedure, the data collection technique, and data analysis. To make them clear, and avoid misunderstanding the writer himself elaborates them one by one in the following section.

A. Research Design

In this research, the researcher uses a collaborative classroom action research (CCAR) design in which he observe the teaching and learning process in the class held in a natural setting. It means that in this case the researcher collaborate with the English teacher of the first grade in SMA HANG TUAH 2 SIDOARJO to apply cooperative games in teaching news item of writing skill, because so far SMA HANG TUAH 2 SIDOARJO have conducted this technique before. But, it has not stand for along time because the class has very noisy and disturb other class said the teacher of the first class Ibu Rifa Utmawati SPd. Beside that there was no researcher to observe the teaching and learning process of those cooperative games. So, this the first research of teaching and learning process by using cooperative games as means for teaching news item of writing skill.

In this research, the researcher teaches the students using cooperative games in teaching news item of writing skill SMA HANG TUAH 2 SIDOARJO

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and accompany by the English teacher. This research hoped to know the problems that stated on the first chapter. The researcher applied cooperative games technique during the teaching and learning process. And, he has accompanied by the two observers, they are Rifa Utmawati S.Pd as the English teacher of the tenth class and Fatihatul Ashlihah who observes the researcher and the students' activities when the teaching and learning held in natural setting.

Collaborative classroom action research (CCAR) has four rules: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting.[1] The first step of the study is begun by doing preliminary study in teaching writing at the first grade of SMA HANG TUAH 2 SIDOARJO because the researcher wants to know about the students' writing activity and to identify the class problem.

And that was done in early of May, 2009. Beside that, in this preliminary study the researcher should do some procedural act, for instance meets the head master to get permission to do the research and meets with the English teacher to discuss about the research as well. After did informal interviews with the English teacher and classroom observation, the researcher arrange the lesson plan.

The second, in the planning action, the researcher and the English teacher prepare the lesson plan, prepare the media, and prepare the criteria of success *(assessment)* for teaching writing. Third, is the implementation, the researcher applies the cooperative games technique in the classroom based on the lesson plan

[1] Suharsimi Arikunto, Penelitian Tindakan Kelas, (Jakarta : PT. Bumi Aksara, 2008), p.16

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that has made before. The forth, in the observing, the researcher collects the data, how does the English teacher implement the cooperative games technique in teaching news item of writing skill?

The last is reflecting, the researcher focuses on making judgment or assessment whether the study is successful or not. And in the reflecting, the researcher focuses on making judgment whether the meeting is successful or not. If the result of the first meeting did not reach the goal, the researcher must implement the cooperative games as well as the first meeting again. And, it will be continued until the students show significant development in writing skill. In the next cycle, the researcher and her collaborative English teacher make some revision in the teaching strategy if the previous cycle is not success.

B. Subjects of the study

Subject of this research is the X/10 class of SMA HANG TUAH 2 SIDOARJO exactly. The researcher chooses first or the tenth grade with consideration that they still liked activities which promote a lot of fun, such as games, and also considering the interview between him and the teacher that in this school had been implemented cooperative games. And other reason is they have learnt English for three years in the junior high school. So, it will make the students easy to absorb the material.

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C. Setting of the study

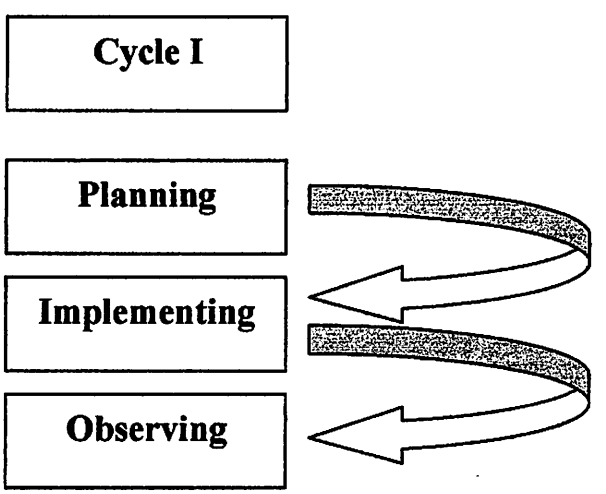
The data of this study will be taken from the first grade of the student at SMA HANG TUAH II SIDOARJO which is located on Jalan KRI. Ratulangi No.1 SIDOARJO.

The researcher chooses this school as the object of his research for some reasons. First, this school is one of the famous schools in Sidoarjo so the teaching and learning media is complete, and the class is divided into small class. Second, this school is located near the highway so its easy to reach. Third, considering that the English teacher of this school had been implemented the cooperative games before the researcher applying its. So, it makes the researcher easy to design or handle the class and the lesson plan.

D. Research Procedure

The study conducted under the following procedures: preliminary study, planning, implementing, observing and reflecting.

The model of classroom action research is:



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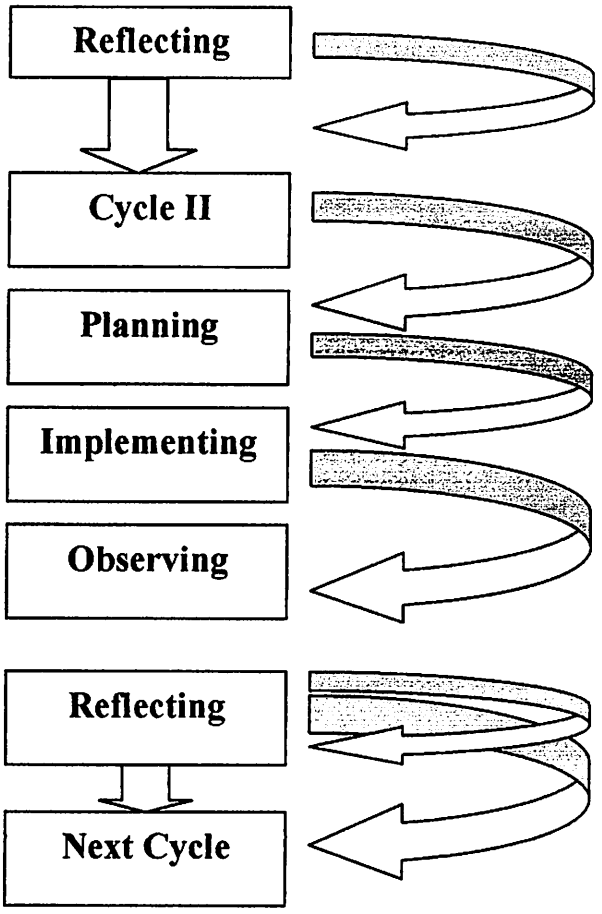

1. Planning

In the collaborative classroom action research, the researcher and his collaborative English teacher make a preparation to be implemented based on the result of the preliminary study. At this stage, both of them prepare the suitable model of lesson plan, instructional material and prepare media, and the instrument of assessment.

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a. Lesson Plan

The lesson plan is designed by considering the following items: course identity, the aim, and time, stage of teaching and learning activities, material, and assessment.(see appendix)

b. Instructional Material and media

The researcher and the English teacher prepare the instructional media which are suitable to the topic for writing class. Both the materials and media are taken from textbook, newspaper, internet or other sources. The material and the media must be interest, or the researcher let the students to think and choose the topic that interest to student in order to support the teaching and learning process and varied.

c. The Instrument

To make the data collection easier, the researcher needs some instruments. The first is an observation checklist. The observation checklists for the teacher or the researcher are used to check the teachers' activities when he teaches in the classroom. The observation checklist for the students is used to observe the students' activities during the teaching and learning process in the classroom.

The second is assessment forms for result of the students' ability of writing in the classroom. This assessment is used to measure the students' development of writing skill in every meeting. The researcher uses the ESL composition profile as the assessment of students writing. On the other

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hand, collecting the students' writing task while cooperative games applied in every meeting. This act uses to know about the weakness of the students because the teacher can not directly measure about the students' written task.

The third is questionnaire. To collect the data using questionnaire, the researcher must make some questions. The questionnaire generally is not aimed to measure students writing ability, but those questions on the questionnaire to know the information about the implementation of cooperative games in writing skill and the students' opinion about the implementation of cooperative games. Etc. The questionnaire consists of 20 questions.

3. Implementing

After finishing the lesson plan, the researcher and English teacher implement the cooperative games to the X/10 class of SMA HANG TUAH 2 SIDOARJO. The researcher act as the English teacher who teaches the students in writing class based on the lesson plan that has been made by him and the English teacher. When the researcher acts as the English teacher, the English teacher and other observer observe when teaching and learning process in English writing class.

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4. Observing

This observation has done to identify the classroom activities during the teaching and learning process. It has done while the action is being implemented. Observation and field notes are helping the researcher to do observation. The result of observation can be input to the observer in the next meeting in order to make the teaching and learning process better then the first cycle.

5. Reflecting

Reflection is included with analysis which has been done from the planning until the observing of teaching and learning process. And, feedback included in this section. The result of the reflecting can be input in next cycle to prepare the material, time allocations, and other weakness in order to do the best in the next cycle.

E. Data Collection Technique

In this study, the researcher uses two ways to collect the data, they are:

1. Observation

Observation is an evaluation by observing to the objects directly, accurately and systematically.[2] Its can be about the situation of teaching and learning process when the observer implements the cooperative games

2. Burhan Nurgiatoro, *Pengajaran Dalam Pengajaran Bahasa Dan Sastra*, Third Edition, (Jogjakarta: BPFE Anggota IKAPI), P. 57

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technique in teaching writing. The situations that will be observed are about how the teacher implements the cooperative games technique, how about the students' activity in the classroom when cooperative games implemented, and how about the material which is used in the cooperative games

The activity must be followed by giving thick (V) to the observation checklist and making note to the object which is observed. So that, the researcher must make form of observation then give checklist to every item.

The researcher will observe about the classroom atmosphere (the teacher and the student activity in the classroom).the form of observation to the teacher is about the way of the teacher to make the student understand about the material they learn, etc. and the form of observation to the student may comprise whether the student can give response to the teacher explanation or not, etc. (See Appendix)

2. Questionnaire

The next way in collecting data is questionnaire. It means give some question to the students about some problems that have purpose to get opinion of the students.[3] The students must answer about the question based on what they got after the researcher applied the cooperative games of writing skill. In other word, the questionnaire is not generally aimed to measure students writing ability, but those questions on the questionnaire to know the

[3] Ibid, p. 55-56

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information about the implementation of cooperative games in writing skill and the students' opinion about the implementation of cooperative games. Etc.

There are some questions which make to find out what the students do with the material given, what the students' responses on the task given by the teacher, and find out the difficulties that might arise during the discussion as long as they work in cooperative games .

Questionnaire can be open and close. It can be open if the students are given freedom to answer based on their belief. It can be close if the answer is prepared.[4]

F. Data Analysis

There are some kinds of the data which must be analyzed. 1) the data which concerning with the result of students' activity in the classroom when cooperative games are implemented. 2) the data which concerning with the result of teachers' activities during the teaching and learning process. 3) the data which concerning with the students' responses after cooperative games technique is applied. 4) The data which concerning with the students' score or progress in every meeting of writing class during applying of cooperative games technique.

[4] Ibid, p. 54

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CHAPTER IV

DATA ANALYSIS

This chapter mainly discussed the finding of the conducted research and the interpretation of the data to answer the research problem stated in the first chapter. They were: (1) How were Cooperative Games implemented in the teaching news item of writing skill in the first grade of SMA HANG TUAH 2 SIDOARJO ? (2)How were the students' responses after cooperative games technique were implemented? (3)How was the classrooms' atmosphere while the cooperative games were implemented? (4)How was the progress of the students writing ability after cooperative games were implemented?

A. The results of teaching and learning process

1. The first cycle

a. Planning

The first meeting was held on 7 May 2009. In this time he observed directly the class condition after interviewing the teacher of the X/10. Because of the first meeting he did not use the game in whole the activity. The time using was 2x40 minutes. And, the topic was about the mass media news. The material was about comprehend and generic structure of news item. The main goal of this meeting was to enable students understanding about the news and the generic structure of news item. And at the last session they can make simple news according to the

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generic structure of news item. The teaching method of this meeting was communicative, group work, and cooperative learning.

Before starting the lesson (1) the teacher discussed the planning lesson to the truly English teacher, in order to check and correct the planning lesson. On pre writing activity the teacher asked the students about the newest news and what news does they like. After that teacher gives the game and it was about *chain game*.[1] Then the teacher explained the game role. (2)The next step was divide the students into some group, one group consist 6-7 students.

b. Implementing

During the pre writing activity, the students did the chain game. This meeting was the difficult one then other meetings because the class was very noisy when the teacher divides them into some group. They used to join with the students that they have known well.

1) The game procedure

Teacher makes some groups consisting of 6-7 students. Then, teacher should give the first sentence to one of the group member; student who gets the turn should add and write down another sentence installment by using the last word of the last word of the first student. After finishing

[1] Penny Ur. *Five-Minutes Activities*. (Australia, Cambridge University Press. 1995).p.7

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the game, teacher asks the student to read the result loudly. Teacher did it until 2 or 3 times

While writing activity, the teacher explained about the news item and generic structure of news item. Then the teacher makes a group (the group before) to find out the generic structure of the news in their book. The instruction was; the students underlined the news and they should study the news. After they done that activity, the teacher order the students to try to make simple news in order to check their understanding.

c. Observing

To make the research more objective, one observer observed the cycle and the classroom condition those all activity conducted by the teacher. She was Fatihatul Ashlihah, and the teacher of the 10th /X Rifa Utmawati S.Pd. They signed the observation check list which was provided by the teacher and help the teacher to keep notes from the students' mistake while playing the game, so the teacher could handle the next meeting better.

As a result of observation checklist on the first meeting, the teacher found some of the students' mistakes when they produce a sentence in English. And the teacher needed to control the time and students in order to make the meeting effectively. Those weakness

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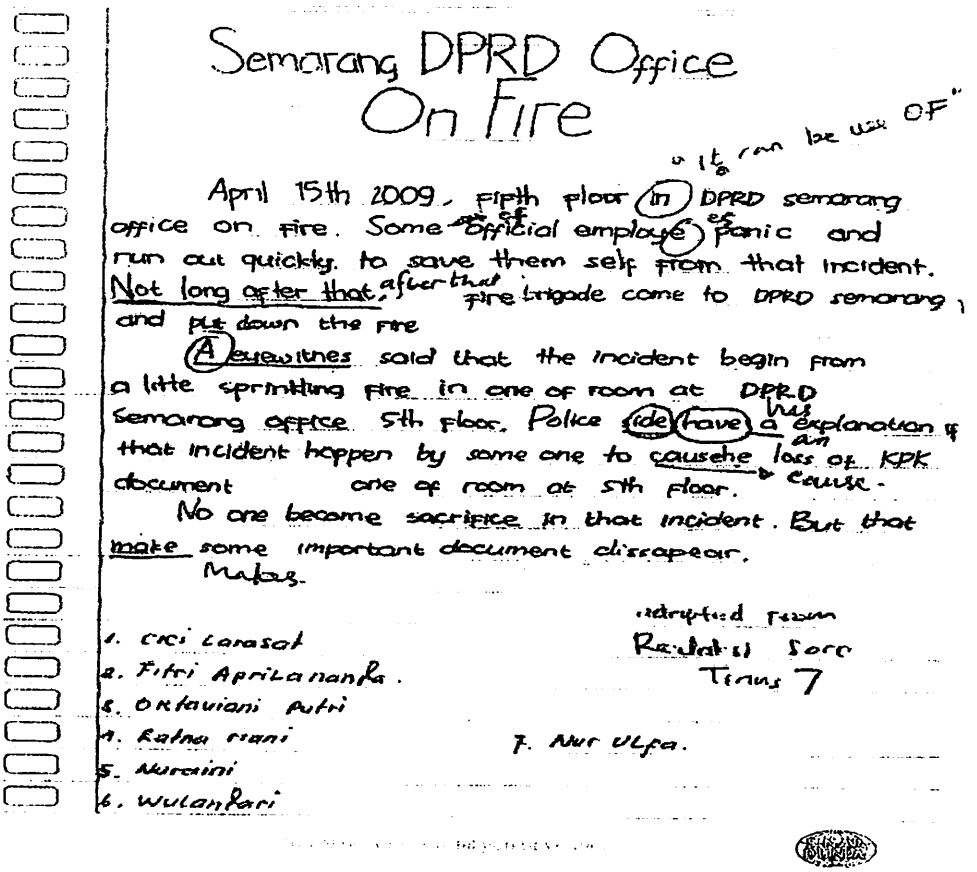
occurred because of the teacher could not explain the technique clearly. So that, the students were very noisy and less motivation to write.

1). The results of the first meeting

As a result of the observation of this meeting the teacher found that in general the students in X/10 had some difficulties in producing sentences in English pattern, even in making simple sentences. The students used to write the news text in Indonesia before translating it into English. Here one of examples of their mistake in producing the sentences when they make news.



Semarang DPRD Office
On Fire

"It can be use OF"

April 15th 2009, fifth floor in DPRD semarang office on fire. Some of official employees panic and run out quickly to save them self from that incident. Not long after that, after that fire brigade come to DPRD semarang, and put down the fire

A eyewitnes said that the incident begin from a litte sprinkling fire in one of room at DPRD Semarang office 5th floor. Police side have a has explanation if that incident happen by some one to causehe loss of KPK document one of room at 5th floor. → cause.

No one become sacrifice in that incident. But that make some important document dissapear.

Makes.

1. Ciri Larasat
2. Fitri Aprilananda.
3. Oktaviani Putri
4. Ratna riani
5. Nuraini
6. Wulanfari
7. Nur Ulfa.

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TABLE 4.1 Schematic structure of successful generic structure of news item

Generic structure	**Clause**	Text '**Semarang DPRD on fire**''
Newsworthy even	1	Semarang office on fire. Some official employee panic and run out quickly to save them self from the accident.
	2	Not long after that, fire brigade come to DPRD Semarang and put down the fire.
Background even	3	April 15th 2009, fifth floor in DPRD Semarang
Source	4	A eyewitness said that the incident begin from a little sparkling fire on one of room at DPRD Semarang office 5th floor
	6	Police side have explanation if that incident happen by someone to cause lost of KPK document one of room at 5th floor.

TABLE 4.2 Schematic structure of unsuccessful generic structure of news item

Generic structure	**Clause**	Text '**Semarang DPRD on fire**'
Newsworthy even	1	-----
Background even	2	-----
Source	3	-----

The sample texts set out in tables 1 and 2 illustrated the way in which these criteria applied to analysis the generic structure. The generic structure was about news item. The schematic structure of which was as follows;

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1. **Newsworthy event** : Recounts (tells) the even in summary form.
2. **Background event** : Elaborate what happened, to whom, in what, circumstances.
   a. Where did it happen?
   b. When did it happen?
   c. Who were involved in the event?
   d. Why did it happen?
   e. How did it happen?
3. **Source** : Comment usually given by:
   a. Participants
   b. Witness
   c. Authorities
   d. Expert on the event

'Semarang DPRD on fire'

April 15th 2009, fifth floor *in* DPRD Semarang office on fire. *Some official employee* panic and run out quickly to save them self from the incident. *Not long after that*, fire brigade come to DPRD Semarang and put down the fire.

A eyewitness said that the incident begin from a little sparkling fire on one of room at DPRD Semarang office 5th floor. Police *side* have

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explanation *if* that incident happen by someone *to cause* lost of KPK document one of room at 5th floor.

No one become sacrifice in that incident. But, *that* make some important document disappear.

2). Commentary on text

[This text] like many others news item generic Structure. For deep analysis, contains some evaluations about the language use, vocabulary, organization, content, and mechanic. Commentary of language use; there were some mistakes in expression of quantity, for example; *Fifth floor in DPRD Semarang*

Instead of

[*Fifth floor of DPRD Semarang*]

Some official employee panic and run out quickly

Instead of

Some of official employees panic and run out quickly

Another mistake in language use was the using of word choice. For example:

Not long after that.

If we analysis that sentence deeply, its Indonesian form or Indonesian language transform into English. We can use other preposition to support the idea of the news stated above:

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Instead of: *After that, then, quickly, or finally*

Another mistake was the using of article. For example;

A eyewitnes

In stead of;

The eyewitness.

From the word *witness* above we can know it less 'S' in the end of the word.

A explanation

Instead of:

An explanation

Another mistake in language use was indirect speech. For example;

*Police **side** have an explanation **if** that incident happen by someone **to** causehe*

The sentence above had not clear meaning especially about the use of had and have; actually she must use '***had***' because police was the third form. The next was the function and the meaning of ***side*** itself. It was probably mean ***beside,*** other mistake that the teacher did was the using of 'if clauses' it useless. In other hand, we may add article 'the' before the word ***incident.*** Other mistake was ***to cause***. We can change it into adjective clause 'who' wants to lose or disappear of KPK document. And we must add the preposition in before the words one of the room at fifth floor.

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Instead of

Beside that, the police had an explanation that the incident did by someone who wants to lost KPK document.

From the concluding paragraph we can underline the using of pronoun. For example; no one become sacrifice in that incident. But *that incident* **makes** some important document disappear. Do not forget to add '*S*' after the word make. Instead of makes.

Content of the news item text above was adequate reasoning and related ideas.

Organization of the news item text above was effective thesis although incomplete sequencing/organization.

Vocabulary of the news item text above was frequent errors in idiom/words form/choice, such as; *not long after that* and *put down the fire*

Mechanic of the news item text above was occasional errors in spelling, punctuation, capitalization, paragraphing.

Language use of the news item text above was several errors in subject-verb agreement, number, word order/use, article, pronoun, prepositions but the meaning was clear.

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d. Reflecting

From the result of the observation check list. The teacher needed to remind the students of the way to score their writing ability. The reflection found in this meeting makes the teacher should be more attentive to prepare in handle the class in the next meeting on applying the games. In order to solve the problem that occurred he must focused on"

1. Controlling time allocation in order the students could play the next game effectively.
2. Controlling the students when they play the game in they group
3. Explaining the technique of the game more clearly and describing the scoring of their writing ability in order to make them more serious to use their writing ability.
4. Controlling the students' interaction and observing the students' motion.
5. Motivating them to write and explaining the mistake in their written text. If it was necessary correction should be done directly if only the message was not assessable during the game.

1) The progress of students writing ability of the first cycle

To answer the research question number (4,) how was *the progress of the students writing ability after cooperative games were implemented*?. Beside that, to measure the progress of the students' writing ability, the

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teacher used the score of the students in each meeting. One of the most widely used analytical scales for ESL writing were the composition profile (H. Jacob in Fried, 1993).[2] The profile offers an analytic method of assessing the writing ESL students that could also be used to provide learners with feedback about their writing. The composition profile had five components which content was the first and most heavily weighted, the other were organization, vocabulary, language use, and mechanic, for more detail (See Appendix)

After collecting the result of the students writing in the first cycle, the teacher checked and concluded students' writing; here were the components, levels and descriptions of their writing based on ESL writing assessment; *Content,* (Excellent to Very Good. 30-27)(Good, 26-22) (Fair to Poor 21-17) (Very Poor16-13). From the first cycle students who got 26 point only one student, and one student who got 25 point. And, thirteen students who got 22 point, four students got 21 point, twelve students got 20 point, seven students got 19 point and five students who got 17 point. *Organization*, (Excellent to Very Good, 20-18) (Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). According to the organization there were eight students who got 17 point, six students who got 15 point, and nineteen students who got 14 point, nine students got 13, and three students who got 10 point. *Vocabulary*, (Excellent to Very Good, 20-18)

[2]Joy M Fried. *Teaching ESL Writing* (New Jearsey: Englewood Cliff,. 1993),p.236

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(Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). According to their vocabulary, there were six students who got 17 point, two students who got 16 point, seven students' got 15 point, eighteen students who got 14 point, and eleven students who got 13 point. Other component was *language use*, according to their work there was one student who got 21 point and one student who got 20 point, there were five students who got 18 point, sixteen students who got 17 point, and three students who got 16 points, thirteen students that got 15 point. The last component of assessing students writing was *mechanic*. (Excellent to Very Good, 5) (Good, 4) (Fair to Poor, 3) (Very Poor, 2). According to this component, there were fifteen students who got 4 point, twenty students who got 3 point, and ten students who got 2 point.

The total score of all components according to ESL writing were:

Grades: **A = 90-100 B = 80-90 C = 70-80 D = 60-70 F = bellow 60**. Total scores of students writing were one student got 81 point, two students got 79 point, and one student got 78 point, two students got 75 point, three students got 74 point, two students got 73 point, one student got 72 point, two students got 71 point, two students got 70 point, three students got 69 point, six students got 68 point, one student got 67 point, two students got 65 point, four students got 64 point, two students who got 63 point, three students who got 60 point, three students got 56 point, and one student who got 49 point.

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After calculating all of students' work of the first cycle, the teacher concludes the result of their writing paper about news item. The grades were: One student got **B** grade because she got 81 point, fourteen students got **C** grades because their point between 70-80, twenty students got **D** grades because their point was about 60-70 point, and four students got **F** grades because they got less than 60 point.

2. The second cycle

a. Planning

This meeting was held on 14 May 2009. The time using was 2x40 minutes the material that was given to the students was about "leave behind[3] (cooperative game)". The main objective of this meeting was to enable the students to make news by using generic structure of news item, and to enable them to make a list of question that will be asked to the source (people) of the event. In other word, they become the reporter. So that they could arrange the news according to what they got in the interview. Before playing the game (1) the teacher first asked some simple question about the up to date news. By giving some simple question the students ready to do the game and encourage them to write. Most of them could not answer the question in English but in Indonesian. Introduction covered the game roles and the game was like. After that the teacher

[3] Andrew Wright. *Games In Language Learning*, (Australia: Cambridge University Press 1993(.p.

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divided the students into some group each group consist 6-7 students. Some groups made the news according to the pictures they had gotten, and one group was became the reporter.

b. Implementing

To begin the game the teacher delivered some pictures from the news paper to the groups and ordered the students analyzed the pictures, what happened according to the pictures? The groups had different picture to interpret and make the news.

1) The game procedure

Teacher makes some group consisting of 6-7 students and distributes the pictures to all of the groups. Different group had different picture. In their group, students discuss and interpret what they find. What happened, when did it happen, where and who was the participant. Next, the student makes news according to the picture and the group agreement. After understanding the content, the groups should leave one student and the pictures in their group in order to be the one who answer the result of her or his group when the new group asks their news. The new group which interviews the student who leave behind should write down the result of interview and arrange the new news

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c. Observing

One observer observed the cycle conducted by the teacher. She was Fatihatul Ashlihah, she signed the observation check list which was provide by the teacher and help the teacher to keep a notes from the students mistake while teaching and learning process.

As a result of observation checklist on the second meeting, the teacher found a little of the students' mistake when they produce the news. And the teacher need to control the time and motivates the students to participate in whole cooperative game in order to make the meeting effectively and able to practice the lesson. Those weaknesses occurred because of the teacher sometime could not handle some of naughty students which disturb other member of his group. Sometimes, the teacher must give the punishment to them. And, other weakness was about the using of English in teaching and learning process, so the teacher should combine between Indonesia and English language because not all of the students understood.

1). The results of the second cycle

As a result of the observation of this cycle the teacher found that in the students in X/10 had understood about the news item component or generic structure of news item although there was little mistake in their written of new item.

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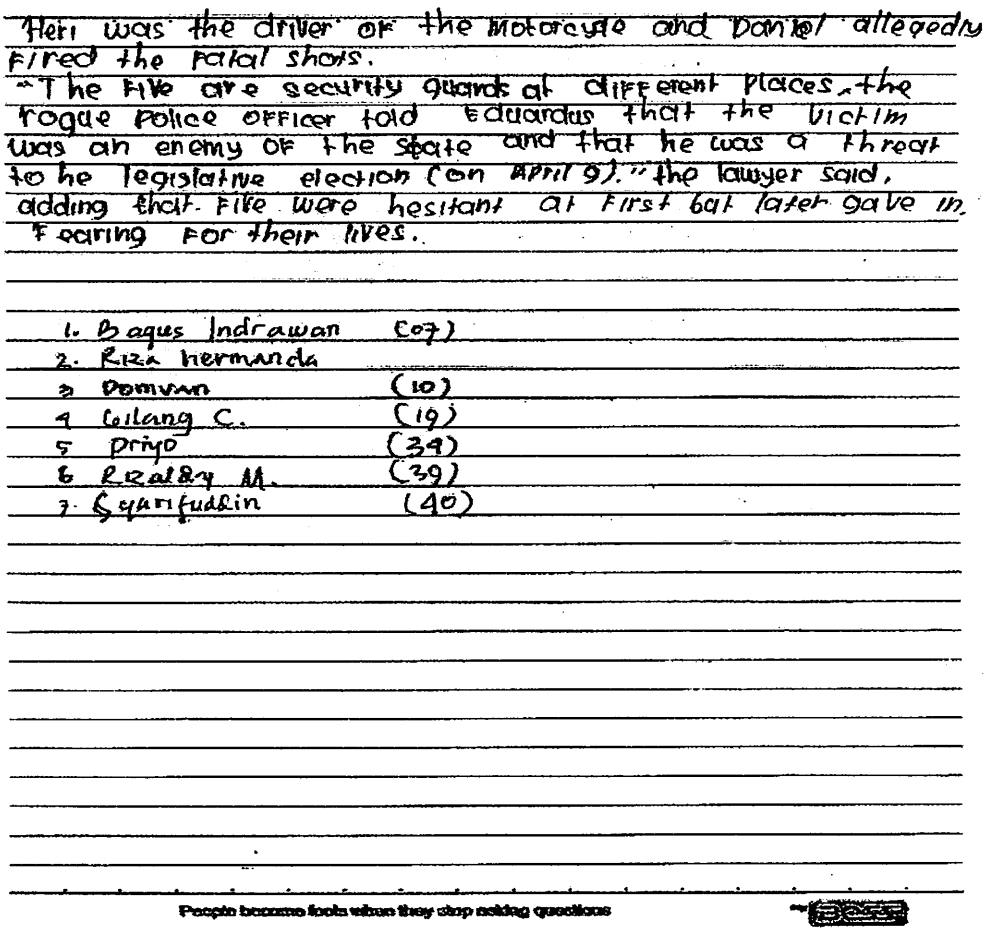
Antasari Asher

The alleged killing of businessman. Nasrudin Zulkarnaen was the second attempt on his life by the same group of hitmen. said a lawyer respresenting five of the accused on Tuesday. "They tried to kill him several weeks before (the actual murder) by bumping into Nasrudin's car on his way to the (Soekarno-Hatta International Airport), hoping that the victim would step out of the car. However, Nasrudin told his driver to flee." Slamet Situmorang told the Jakarta Globe.

Slamet is representing Eduardus Adapo Mbete, Hendrikus Kia Walen, Damgi Daen, Heri Santoso and Fransiskus tadon Keran, who have been arrested for the murder of Nasrudin. The director of PT Putra Rajawali Banjaran was shot twice in the head by two men on a yamaha scorpio motorcycle after playing at the modernland golf course in Tanggerang, Banten, on March 14.

The case has sparked nationwide interest as the police named the chief of the much respected corruption Eradication commission (KPK), Antasari Azhar, as the mastermind of the murder. Eduardus is suspected to be the middleman who received instructions from williardi wizar, a former South Jakarta Police chief. Remember Your Direct and Indirect Hendrikus is said to be the one who purchased the murder weapon. Fransikus monitored Nasrudin's moves,


Heri was the driver of the motorcycle and Daniel allegedly fired the fatal shots.
"The five are security guards at different places. The rogue police officer told Eduardus that the victim was an enemy of the state and that he was a threat to the legislative election (on April 9)," the lawyer said, adding that five were hesitant at first but later gave in, fearing for their lives.

1. Bagus Indrawan (07)
2. Riza Hermanda
3 Domvan (10)
4 Leilang C. (19)
5 Priyo (34)
6 Rizaldy M. (39)
7. Syarifuddin (40)

People become fools when they stop asking questions

TABLE 4.3 Schematic structure of successful generic structure of news item

Generic structure	Clause	Text '**Antasari Ashar**'
Newsworthy event	1	The alleged killing of businessman Nasrudin Zulkarnaen was the second attempt on his life by the same group of hit men
Background event	2	They tried to kill him several weeks before the actual murder by bumping into Nasrudin's car on his way to Soekarno Hatta international airport.
	3	Hoping that the victim would step out the car Eduardus ndopo mbete, Hendrikus kia walen, Daniel daen, Heri santoso, and Fransiskus tadon

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		who have been arrested for the murder of Nasrudin.
	4	The director of PT Rajawali Banjaran was shot twice in the head by two men on a Yamaha Scorpio motorcycle after playing at the modern land golf course in Tanggerang, Banten on March 14.
Source	5	Said a lawyer representing five of the accused on Tuesday.
	6	They tried to kill him several weeks before the actual murder by bumping into Nasrudin's car on his way to Soekarno Hatta international airport. Hoping that the victim would step out the car. However, Nasrudin told his driver to flee. Slamet sitomurang told the Jakarta globe
	7	The rogue police officer told Eduardus that the victim was the enemy of the state and that he was a threat to the legwaslative election on April 09 the lawyer said adding the five were hesitant at first but later gave in.

TABLE 4.4 Schematic structure of unsuccessful generic structure of news item

Generic structure	**Clause**	Text '**Antasari Ashar**'
Newsworthy event	1	-----
Background event	2	-----
Source	3	Hendrikus was said to be the one who purchaded the murder weapon. Fransiskus monitored Nasrudin's moves, Heri was the driver of the motorcycle and Daniel allegedly fired the fatal shot.

2) Commentary on text

The text above like many other news item collected for this analysis contain a few evaluation. Because, the students had understood

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well about the generic structure although there was one of the generic structure which did not successful enough but whole the text was understandable and focus on one subject or problem. The unsuccessful generic structure was about the resource (indirect form) for instance; Hendrikus *was said to be the one who purchased the murder weapon. Fransiskus monitored Nasrudin's moves, Heri was the driver of the motorcycle and Daniel allegedly fired the fatal shot.* The teacher had combined two tense in one sentence such *was* and *said.*

The Content of the news item text above was well-reasoned thesis and related ideas, specific development (personal-experience illustrations-examples-fact opinion) and good in using the description. For instance;

They tried to kill him several weeks before (the actual murder) by bumping into Nasrudin's car on his way to the Soekarno- Hatta international air port. Hoping that the victims would step out of the car. However, Nasrudin told his driver to flee.

Organization of the news item above there was no concluding sentences/ paragraph. For instance; the paragraph stopped on the source commentary only. The teacher did not continue to the next paragraph or concluding sentence.

Vocabulary of the news item text above was most effective and correct idioms/word form/word choice in context, clear meaning, and effective word choice.

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Language use of the news item text above was mostly correct verb tense, few errors in subject-verb agreement-number, word order/use, articles, pronoun, and preposition, effective and simple construction. For instance;

Eduardus Cs who have been arrested for the murder of Nasruddin. Etc

Mechanic of the news item text above was occasional errors in spelling, punctuation, capitalization, paragraphing. For instance;

Hoping that the victim would step out of the car. However, nasrudin told his driver to flee.

The teacher used full stop in the end of the sentence and putted down the coma after adverb.

d. Reflecting

Based on the problem that found on observation checklist, the teacher should be more attentive to prepare and solve the problem. In the next meeting on applying the games he must focus on".

1. Controlling the students' interaction and observing the students' motion.
2. Motivating them to write and participate in the cooperative game.
3. Giving reward or punishment to what the students did tough they make mistake or not. It could stimulate them to be better.

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1) The progress of students writing ability of the second cycle

As cited before that to know about the progress of the students' writing ability, the teacher used the score of the students in each meeting. He used analytical scales for ESL writing based on composition profile (H. Jacob in Fried, 1993).[4] The profile offers an analytic method of assessing the writing ESL students that could also be used to provide learners with feedback about their writing. The composition profile had five components with content the first and most heavily weighted, the other were organization, vocabulary, language use, and mechanic, for more detail (See Appendix)

After collecting the result of the students writing in the second cycle, the teacher checks and concludes their work; here were the components, levels and descriptions of their writing based on ESL writing assessment; *Content,* (excellent to very good. 30-27)(Good, 26-22) (Fair to Poor 21-17) (Very Poor16-13). From the second cycle students who got 28 point only one student, and one student who got 27 point. And, two students who got 26 point, three students got 25 point, one student got 24 point, five students got 23 point and twelve students who got 22 point, seven students got 21 point, eight students got 20 point for content, and two students got 19 point. *Organization,* (Excellent to Very Good, 20-18) (Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). Based the

[4]Joy M Fried. *Teaching ESL* , Ibid, p.236

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organization scores criteria there were four students who got 18 point, twenty one students who got 17 point, and nine students who got 16 point, eight students got 15 point, and three students who got 14 point. *Vocabulary*, (Excellent to Very Good, 20-18) (Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). According to their vocabulary, there were four students who got 18 point, twenty two of students who got 17 point, four students got 16 point, nine students who got 15 point and five students who got 14 point and one student got 13 point. Other component was *Language Use*, based on their work there were four student who got 21 point, and eight student who got 20 point, there were three students who got 19 point, seven students who got 18 point, seventeen students who got 17 points, four students that got 16 point and one student got 15 point. The last component of assessing students writing was *Mechanic*. (Excellent to Very Good, 5) (Good, 4) (Fair to Poor, 3) (Very Poor, 2). According to the *component*, there were two students who got 5 point, twenty one of students who got 4 point, and twenty one of students who got 3 point.

The total score of all components according to ESL writing were:

Grades: **A = 90-100 B = 80-90 C = 70-80 D = 60-70 F = bellow 60**. Total scores of students writing were two student got 89 point, one students got 86 point, and one student got 85 point, two students had gotted 83 point, two students got 82 point, three students got 81 point, three student got 80 point, one students got 79 point, three students got 78

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point, three students got 77 point, one students got 76 point, three student got 75 point, one student got 74 point, four students got 73 point, six students who got 72 point, one student who got 71 point, one student got 70 point, and two students who got 69 point and three students who got 66 point.

After calculating all of students' work of the second cycle, the teacher concludes the result of their writing paper about news item and the topic was about *Antasari Azhar case*. The grades of their writing according to ESL were: twelve student got **B** grade because they got between 89 and 80 points, twenty five of students got **C** grades because their point between 70-80, and five students got **D** grades because their point was about 60-70 point.

3. The third cycle

a. Planning

This meeting was held on 23 may 2009 the time using was 2x40 minutes the material that was given to the students was about "paper throwing.[5] (Cooperative games)". The main objective of this meeting was to enable the students to make news by using generic structure of news item, and generic future of news item (develop their understanding) (see appendix). Before playing the game the teacher gave warming up activity

[5].Http//www.Mufida. com.*Pembelajaran Cooperative Learning*

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to make learners' mind fresh and ready to study about news item. It was about writing whatever they think it that time.[6]

Introduction covered the game roles and the game was like. After that the teacher divided the students into some small group each group consist 3-4 students to discuss and make the news. The news depends on the group decision. (3)The next step was the teacher combine the group that had same news. The new group consist 6-7 students, and discussed the news. (4) The teacher asks to the students to make list of questions on the paper and throw it to the other groups. The group who got the paper should answer the question by writing it down.

b. Implementing

During the pre writing activity, the students did the describing game. This meeting was very enjoyable because the students and the teacher himself have more emotional relationship than the last meeting.

1) The game procedure

The teacher begun the game by ordering the students that they have five minutes to write down what they think in that time exactly. It will be concerned with their ideas or experiences they described not to the grammatical. Next, select the text and prepare general comment. Teacher

[6] Penny Ur, *Five-Minutes Activities*, (Australia: Cambridge University Press, 1995), p. 7

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writes down what was the students write. And the students should give their written text to other students. Someone who got the paper should read it loudly and other students listens it. The class was very noisy when the student who reads other students writing text, because sometime they write down about their boy or girl fried, and their secret.

While writing activity, the teacher divided the students into small groups consisting 3-4 students to discuss and make news according to the group agreement. Then, the teacher combined the group that had same news and the new group consist 6-7 students. They discussed about the news they have chosen and the next make the news. After finished the work in their group, they wrote down the list of question on a piece of paper then throw it to other group. The group who got the paper should answer and throw it again the group before.

To check their understanding, the teacher gave an Individual work of the same news. They did it directly, students who did not finish it yet could do it at home and collect to next meeting.

Giving feed back to the students and checking their understanding about the material had done in closing activity. In this session the teacher give a chance to the students to ask the point they did not understand.

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c. Observing

To make the research more objective, one observer observed the cycle and the classroom condition those all activity conducted by the teacher. They were Fatihatul Ashlihah and Ibu Rifa Utmawati SPd sometimes helps the teacher in conducting teaching and learning process. They signed the observation check list which was provide by the teacher and help the teacher to keep a notes from the students mistake while playing the game or teaching and learning process, so the teacher could handle the last meeting better .

As a result of observation checklist on the third meeting, the teacher found a few of the students' mistake when they produce the news. And the teacher needs to explain about the scoring criteria of their writing. Besides that the teacher again need to motivate the student to be more interesting in writing and use English language during the implementation of cooperative games.

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1). The results of the third meeting

Antasari Azhar VS Nasrudin. 2.

Murder suspect Antasari Azhar delays talking to Media

Chairman of the Corruption Eradication Commission (KPK) Antasari Azhar, who the Attorney General Office (AGO) had recently named as a suspect in the murder of a former state firm director Nasrudin Zulkarnaen, has delayed talking to the media about his case.

"For the time being, our client won't be talking to the press for personal reasons," Azhar's representative Juniver Girsang told Antara state news agency Sunday morning.

Azhar was slated to address the press Sunday morning however, the briefing was postponed until Sunday afternoon. Azhar was expected to clarify his alleged association with the deceased Zulkarnaen.

Zulkarnaen died on March 14 at a hospital from wounds sustained in a drive-by shooting which took place as he was leaving the Modernland golf course in Tangerang.

An unconfirmed rumor suggests that the murder was a crime of passion tied to Azhar's alleged that the masterwind paid Rp 500 million to the hit man and associates and that the executor was, in fact, a trained soldier.

So far, the police have named nine suspects including a former district police chief.

1. Dwi Iga Kurnia <13> 6. Rahmadya H.D. <55>
3. Indra Dwi P. <21> 4. Riza Hermanda <38>
4. Kresna A. <25>
5. Novita Ika D. <28>

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TABLE 4.5 Schematic structure of successful generic structure of news item

Generic structure	Clause	Text '**Murder suspect Antasari Azhar delays talking to media"**
Newsworthy event	1	Chairman of the corruption eradication commwassion (KPK) Antasari Azhar, who the attorney general office (AGO) had recently named as a suspect in the murder of a former state firm director Nasrudin Zulkarnaen, had delayed talking to the media about his case
Background event	2	Azhar was stated to address the press Sunday morning however, the briefing was postponed until Sunday afternoon. Azhar was expected to clarify his alleged association with the deceased Zulkarnaen.
	3	Zulkarnaen died on March 14th at a hospital from wound sustained in a drive by shooting which took place as he was leaving the modernland golf course in Tanggerang
Source	4	"For the time being, our client won't to be talking to the press for personal reason." Azhar representative Juniver Girsang told to the media Sunday morning.
	5	An unconfirmed rumor suggest that the murder was a crime of passion tied to Azhar's alleged that the mastermind paid Rp 500 million to the hit man and associates and that the executor was, in fact, a trained soldier.

TABLE 4.6 Schematic structure of unsuccessful generic structure of news item

Generic structure	**Clause**	Text "**Murder suspect Antasari Azhar delays talking to media"**
Newsworthy event	1	-----
Background event	2	-----
Source	3	------

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2). Commentary on text

The text above like many other news item collected for this analysis contain no evaluation. Because, the teacher had understood well about the generic structure although the text was simple one but it had clear meaning to the readers, whole the text was understandable and focuses on one subject or problem only.

Content of the text above was well-reasoned thesis, related ideas, (the ideas between the first and the next paragraph were related well) specific development (personal experience-illustration-examples fact opinion). Such as; *Zulkarnaen died on March 14th at a hospital from wound sustained in a drive by shooting which took place as he was leaving the modernland golf course in Tanggerang.* good use description/comparwason-contrast. Such as; *An unconfirmed rumor suggest that the murder was a crime of passion tied to Azhar's alleged that the mastermind paid Rp 500 million to the hit man and associates and that the executor was, in fact, a trained soldier.*

Organization of the news item text above had strong topic sentence, such as; *Antasari Azhar delays talking to media.* Introductory and concluding sentence/paragraph had clear, use of transition, and organized well.

Vocabulary of the news item text above had correct use of idioms/word form. Such as; *An unconfirmed rumor suggest that the*

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murder was ***a crime of passion tied*** *to Azhar's alleged that the mastermind paid Rp 500 million to the hit man* effective word choice, word meaning precwase. Such as; "*for the time being*".

Language use of the news item text above had sentences variety; correct verb tenses few errors in subject-verb agreement-number, word order/use, articles, pronoun, and preposition. Such as; *Chairman of the corruption eradication commwassion (KPK) Antasari Azhar,* ***who the attorney general office*** *(AGO)* ***had recently named*** *as* ***a*** *suspect in the murder of* ***a*** *former state firm director Nasrudin Zulkarnaen,* ***had delayed talking*** *to the media about* ***his*** *case.*

Mechanic of the news item text above had few error in spelling, punctuation, capitalization, paragraphing.

d. Reflecting

From the result of the observation check list. The teacher needed to remind the students about the generic features of news item. The reflection found in this meeting makes the teacher to be more attentive to prepare in handle the class in the next meeting on applying the games he must focus on"

1. Motivating them to write more cooperatively in their group.
2. Explain the scoring criteria in order to make them stimulate them to be better.

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1) The progress of students writing ability of the third cycle

To know about the progress of the students' writing ability, the teacher used the score of the students in each meeting. He used analytical scales for ESL writing was the composition profile (H. Jacob in Fried, 1993).[7] The profile offers an analytic method of assessing the writing ESL students that can also be used to provide learners and feedback about their writing. The composition profile had five components that the *content* was the first and most heavily weighted, the others were organization, vocabulary, language use, and mechanic, for more detail (See Appendix)

After collecting the result of the students writing in the third cycle, the teacher checked and concluded students work; here were the components, levels and descriptions of their writing based on ESL writing assessment; *Content,* (excellent to very good. 30-27)(Good, 26-22) (Fair to Poor 21-17) (Very Poor16-13). From the third cycle students who got 28 point only one student, and two students who got 26 point, three students got 25 point, four students got 24 point, six students got 23 point and twelve students who got 22 point, eight students got 21 point, and eleven students got 20 point for content. *Organization*, (Excellent to Very Good, 20-18) (Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). Based the organization scores criteria there were four students who got 18 point,

[7]Joy M Fried. *Teaching ESL Writing* (New Jearsey: Englewood Cliff,. 1993)., Op.cit., p.236

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fourteen students got 17 point, eleven students got 16 point, and nine students who got 16 point, eleven students got 15 point, and one student who got 14 point. *Vocabulary*, (Excellent to Very Good, 20-18) (Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). According to their vocabulary, there were five students who got 18 point, thirteen of students got 17 point; five students got 16 point, fourteen students who got 15 point and five students who got 14 point. Other component was *Language Use*, based on their work there were 2 students got 22 point and four student who got 21 point, and ten students who got 20 point, there was one student who got 19 point, nine students who got 18 point, fourteen students who got 17 point, two students that got 16 point and one student got 15 point. The last component of assessing students writing was *Mechanic*. (Excellent to Very Good, 5) (Good, 4) (Fair to Poor, 3) (Very Poor, 2). According to this component, there were three students who got 5 point, thirty five of students had gotten 4 point, and seven students who got 3 point.

The total score of all components according to ESL writing were:

Grades: **A = 90-100 B = 80-90 C = 70-80 D = 60-70 F = bellow 60**. Total scores of students writing was one student got 91 point, one students got 86 point, two students got 85 point, three students got 82 point, two students got 81 point, two students got 80 point, four students got 79 point, one student got 77 point, five students got 75 point, four

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students got 74 point, four students got 73 point, two students who got 72 point, two students who got 71 point, five students got 70 point, and one student who got 69 point and one students who got 68 point.

After calculating all of students' work of the third cycle, the teacher concluded the result of their writing paper about news item and the topic was about *Antasari Azhar delay talking to media*. The grades of their writing according to ESL were: there was one student in grade **A**, ten students in **B** grade because they got the point between 89 and 80 point, twenty twenty eight of students got **C** grades because their point between 70-80, and two students got **D** grades because their point was about 60-70 point.

4. The forth meeting

a. Planning

This meeting was held on 28 May 2009 the time using was 2x40 minutes the material that was given to the students was about "crazy news.[8] (Cooperative game)". The main objective of this meeting was to enable the students to make news by using generic structure of news item and understand well about generic structure. Before playing the game (1) the teacher start the lesson by asking students experiences about it down.

[8] Http://Useit.vn/Content/View/2496/130/Lang,Englwash/

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Another goal of this activity was as the paper assessment for the truly English teacher of the class beside the news item text collected before. In other hand, the goal of this activity was to make students ready to acquiring the last meeting. 2) Introduction covered the game roles and the game was like. After that the teacher divided the students into some small group each group consist 6-7 students to write the sentence according to he paper they got then make the news according to the result of the crazy news.

b. Implementing

During the pre writing activity, the students wrote their experienced about writing the news then write it down. This meeting was last meeting of the research.

1) The game procedure

While writing activity, before playing the game, the teacher explains about direct and indirect speech. Next, the teacher begun the game by ordering the students, the teacher first divided the students into small groups consist 6-7 students in each group. The teacher prepares and transfers the paper with six columns which bear the following titles at the top. (See appendix). After giving the sheet of paper the teacher ask the students to write first part and fold the paper so as the cover what he was written. The teacher tells the students to pass the paper onto the next

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student. As each person writes, he or she should only look at his fold. When all students finished and write the result down, one of the students of the group will be asked to read their news.

To check their understanding, the teacher gave the conclusion of all the meeting of the research and give the students a time to ask the point they did not understand. The last session was the teacher transfer the questionnaire form to the students about the cooperative games technique that they have learnt.

c. Observing

To make the research more objective, one observer observed the cycle and the classroom condition those all activity conducted by the teacher. She was Fatihatul Ashlihah and the English teacher ibu Rifa Utmawati S.Pd. they signed the observation check list which was provide by the teacher and help the teacher to keep a note from the students' mistake while playing the game.

According to the English teacher as the teacher that the situation of the forth meeting was enjoyable. It might cause that this was the last meeting and the material gives them more freedom to make produce the sentences and feel comfortable. The technique was applicable and leads the students to work actively and cooperatively in their group. The

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material was quite good. The material can make the students interesting and the material can be played easily in their group.

1). The results of the forth meeting.

Who? (Rickgil)

Whom? (Diajeng and Wulan and Dewi)

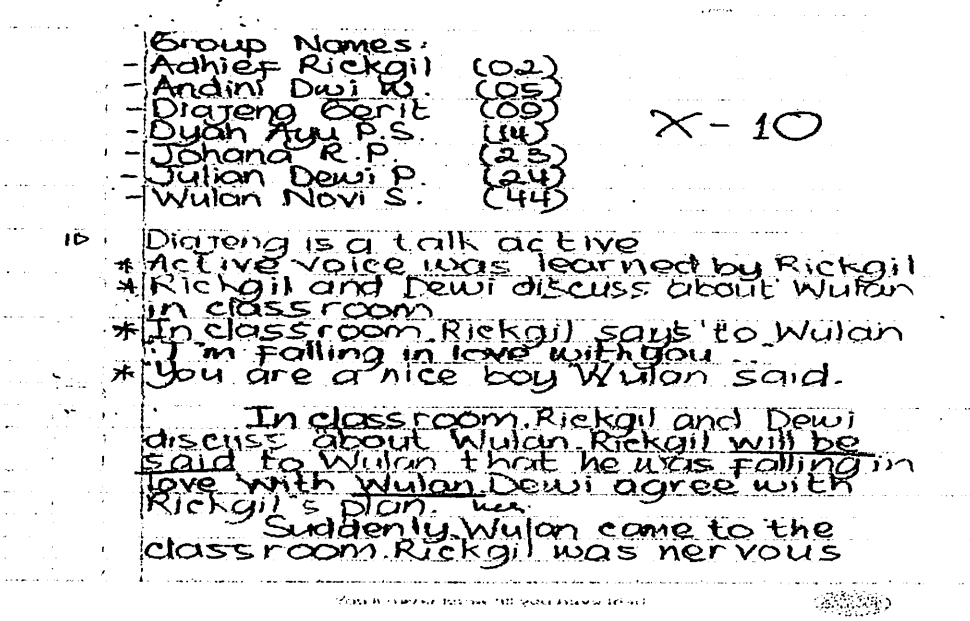
Where? (In the classroom)

What did he says? ("I'm falling in love with you".)

What did she says? (You were a nice boy)

What did they do? (Tell that Rickgil loves Wulan)

- Diajeng was talkative
- Active voice was learned by Rickgil
- Rickgil and Dewi discuss about Wulan in classroom
- In classroom. Rickgil says to Wulan I'm falling in love with you



Group Names:
- Adhief Rickgil (02)
- Andini Dwi W. (05)
- Diajeng Gerit (09)
- Dyah Ayu P.S. (14)
- Johana R.P. (25)
- Julian Dewi P. (24)
- Wulan Novi S. (44)

X - 10

10
* Diajeng is a talk active
* Active voice was learned by Rickgil
* Rickgil and Dewi discuss about Wulan in classroom
* In classroom Rickgil says to Wulan "I'm falling in love with you"
* You are a nice boy Wulan said.

In classroom Rickgil and Dewi discuss about Wulan Rickgil will be said to Wulan that he was falling in love with Wulan Dewi agree with Rickgil's plan. ues
Suddenly Wulan come to the classroom Rickgil was nervous

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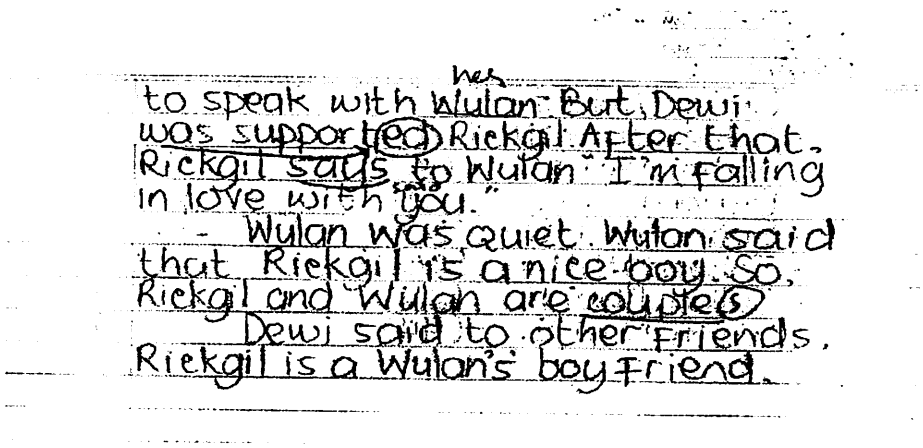
to speak with her Wulan But, Dewi
was supported Rickgil After that.
Rickgil says to Wulan "I'm falling
in love with you."
- Wulan was quiet. Wulan said
that Rickgil is a nice boy. So,
Rickgl and Wulan are couples
Dewi said to other Friends,
Riekgil is a Wulan's boyFriend.

TABLE 4.7 Schematic structure of successful generic structure of news item

Generic structure	Clause	Text '**falling in love"**
Newsworthy even	1	Rickgil and Dewi discuss about Wulan. Rickgil will be said to Wulan that he was falling in love Wulan.
Background even	2	In classroom
Source	3 4	Wulan said that Rackgil was a nice boy Dewi said to other friends, Rickgil was a Wulan's boy friend

TABLE 4.8 Schematic structure of unsuccessful generic structure of news item

Generic structure	**Clause**	Text **"falling in love"**
Newsworthy even	1	-----
Background even	2	-----
Source	3	------

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2). Commentary of the text

Like the other news item text that had collected before, this text have several mistakes especially in language use, but it was understandable. For more specific we will discuss below.

Content of this text was adequate reasoning although limited development thesis, mostly relevant to the topic but lack detail.

Organization of this text was loosely organized but main ideas were standing on, limited support, logical but incomplete sequencing.

Vocabulary if this text was adequate range, occasional errors of usage, but meaning not obscured.

Language use of this text was effective but simple constructions, of tense, pronoun but meaning not obscured and this text also use a paragraph connector. For instance : *Suddenly* for sentence connector and *Rickgil will be said* The other mistake was the using of pronoun. For instance: *suddenly, Wulan come to the classroom. Rickgil was nervous to speak with Wulan.* We can change Wulan into the pronoun *her .But, Dewi was supported Rickgil. After that, Rickgil says to Wulan "I'm falling in love with you".* In order to make the sentences more effectively we can use personal pronoun to change the subject. *Wulan* can be changed by using *her* and Rickgil can be changed by using *him.*

Mechanics of this text was few error of spelling, punctuation, capitalization. For instance; they use a comas and dot effectively such as,

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Wulan was quiet. Wulan said that Rackgil was a nice boy. So, Rickgil and Wulan were couple. Dewi said to other friends, Rickgil was a Wulan's boy friend. Instead of, wulan was quite and she said that Rickgil was a nice boy. So, rickgil and wulan were couples.

d. Reflecting

From the result of the observation check list. The teacher needed to remind the students about the generic features of news item. The reflection found in this meeting makes the teacher to be more attentive to solve and prepare in handle the class in the next research on applying the other technique he must focus on".

1. Motivates the students to use English during the teaching and learning process.
2. Giving reward or punishment to what students did although they make mistake or no. it could stimulate them to be better.

1) The progress of students writing ability of the forth cycle

The teacher used the score of the students in each meeting in order to know about the progress of the students' writing ability. He used analytical scales for ESL writing as the composition profile (H. Jacob in Fried, 1993).[9] The profile offers an analytic method of assessing the writing ESL students that could also used to provide learners with

[9]Joy M Fried. *Teaching ESL* , Ibid, p.236

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feedback about their writing. The composition profile had five components which content was the first and most heavily weighted, the other were organization, vocabulary, language use, and mechanic, for more detail (See Appendix)

After collecting the result of the students writing in the third cycle, the teacher checked and concluded their work; here were the components, levels and descriptions of their writing based on ESL writing assessment; *Content,* (excellent to very good. 30-27)(Good, 26-22) (Fair to Poor 21-17) (Very Poor16-13). From the forth cycle students who got 28 point two students, and one student got 27 point, two students who got 26 point, three students got 25 point, four students got 24 point, nine students got 23 point and eight students who got 22 point, eight students got 21 point, and eight students got 20 point for content. *Organization*, (Excellent to Very Good, 20-18) (Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). Based the organization scores criteria there were five students who got 19 point, six students got 18 point, twenty two of students got 17 point, and six students who got 16 point, five students got 15 point, and one students who got 13 point. *Vocabulary*, (Excellent to Very Good, 20-18) (Good, 17-14) (Fair to Poor, 13-10) (Very Poor, 9-7). According to their vocabulary, there were seven students who got 18 point, twenty three of students who got 17 point; six students got 16 point, and five students who got 15 point. Other component was *Language Use*, based on their work

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there were two students got 22 point and four students who got 21 point and eleven students who got 20 point, one student who got 19 point, nine students who got 18 point, fourteen students who got 17 point, two students that got 16 point and two students got 15 point. The last component of assessing students writing was *Mechanic*. (Excellent to Very Good, 5) (Good, 4) (Fair to Poor, 3) (Very Poor, 2). According to this component, there were three students who got 5 point, thirty five of students who got 4 point, and seven students who got 3 point.

The total score of all components according to ESL writing were:

Grades: **A = 90-100 B = 80-90 C = 70-80 D = 60-70 F = bellow 60**. Total scores of students writing was one student got 95 point, one students got 91 point, and one student got 90 point, one student had gotten 86 point, two student got 85 point, two students got 84 point, one student got 83 point, three students got 82 point, one student got 81 point, one student got 80 point, six students got 79 point, six student got 78 point, two students got 77 point, two students got 76 point, one student got 75 point, two students got 74 point, four students got 73 point, one student got 72 point, and three students who got 71 point.

After calculating all of students' work of the forth cycle, the teacher concluded the result of their writing paper about news item by using cooperative games technique and the topic was about falling in love. The grades of their writing according to ESL were: there were two

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students in grade **A**, eleven students in **B** grade because they got the point between 89 and 80 point, and twenty seven of students got **C** grades because their point between 70-80.

B. The students' responses after cooperative games technique are implemented?

To know the students' responses, the teacher gave questionnaire to the students and then analyzed it. In the questionnaire, the teacher used 20 questions. Below were the result of questionnaire which was given to the students while the last meeting. To make them clear, the teacher analyzed every number of the question one by one. To measure about the students' responses, the teacher used pattern:

$$\text{The score} = \frac{\text{The total earned}}{\text{Total of the students}} \times 100\ \%$$

The questions in questionnaire can be seen in Appendix. And the results of questionnaire were:

Question number 1. Do the students like English?

Table 4.7

No	Criteria	Total
1	Sangat Senang	17, 77 %
2	Senang	80 %
3	Kurang Senang	2,22 %
4	Tidak Senang	0 %

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Question number 2, do the students like writing skill?

Table 4.8

No	Criteria	Total
1	Sangat Senang	15, 55 %
2	Senang	80 %
3	Kurang Senang	4, 44 %
4	Tidak Senang	0 %

Question number 3, what do they opinion about cooperative games in writing subject?

Table 4.9

No	Criteria	Total
1	Sangat Mudah	46, 66 %
2	Mudah	51, 11 %
3	Agak Sulit	2, 22 %
4	Sulit	0 %

Question number 4, do students think they need to know the games role?

Table 4.10

No	Criteria	Total
1	Sangat Perlu	48, 88 %
2	Perlu	48, 88 %
3	Kurang Perlu	2, 22 %
4	Tidak Perlu	0 %

Question number 5, do they like cooperative games that implemented in writing subject?

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Table 4.11

No	Criteria	Total
1	Sangat suka	13, 33 %
2	Suka	64, 44 %
3	Kurang suka	20 %
4	Tidak Suka	0 %

Question number 6, do they cooperate each other when cooperative games implemented?

Table 4.12

No	Criteria	Total
1	Sangat sering	28, 88 %
2	Sering	53, 33 %
3	Kurang ssering	22, 22 %
4	Tidak Sering	0 %

Question number 7, do they ask to the teacher if they do not understand?

Table 4.13

No	Criteria	Total
1	Sangat sering	13, 33 %
2	Sering	46, 66 %
3	Kurang ssering	33, 33 %
4	Tidak Sering	6, 66 %

Question number 8, how does the topics that implemented in cooperative games?

Table 4.14

No	Criteria	Total
1	Sangat menarik	22,22 %
2	Menarik	60 %
3	Kurang menarik	17, 77 %
4	Tidak menarik	0 %

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Question number 9, does the topic help the students to be active?

Table 4.15

No	Criteria	Total
1	Sangat membantu	20 %
2	Membantu	64, 44 %
3	Kurang membantu	15, 55 %
4	Tidak membantu	0 %

Question number 10, does the topic makes the students enthusiastic in writing subject.

Table 4.16

No	Criteria	Total
1	Sangat antusias	6, 66 %
2	Antusias	66, 66 %
3	Kurang antusias	22, 22 %
4	Tidak antusias	4, 44 %

Question number 11, does the teacher gives chances to the students to express their idea?

Table 4.17

No	Criteria	Total
1	Sangat Memberikan	33, 33 %
2	Memberikan	55, 55 %
3	Kurang Memberikan	11, 11 %
4	Tidak Memberikan	0 %

Question number 12; does the teacher motivate you to be active in cooperative games?

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Table 4.18

No	Criteria	Total
1	Sangat Mendorong	24, 44 %
2	Mendorong	64, 44 %
3	Kurang Mendorong	11, 11 %
4	Tidak Mendorong	0 %

Question number 13, does the teacher dominate the class?

Table 4.19

No	Criteria	Total
1	Sangat Mendominasi	6, 66 %
2	Mendominasi	71, 11 %
3	Kurang Mendominasi	20 %
4	Tidak Mendominasi	20 %

Question number 14, does the teacher help you when cooperative games implemented?

Table 4.20

No	Criteria	Total
1	Sangat Membantu	57, 77 %
2	Membantu	40 %
3	Kurang Membantu	2, 22 %
4	Tidak Membantu	0 %

Question number 15, does the teacher correct students' mistakes?

Table 4.21

No	Criteria	Total
1	Sangat sering	66, 66 %
2	Sering	45,55 %
3	Kurang sering	0 %
4	Tidak sering	0 %

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Question number 16, does the student help other friends?

Table 4.22

No	Criteria	Total
1	Sangat sering	11, 11 %
2	Sering	55, 55 %
3	Kurang sering	26, 66 %
4	Tidak sering	6, 66 %

Question number 17, does the implementation of cooperative games motivate the students to work in group?

Table 4. 23

No	Criteria	Total
1	Sangat termovasi	17, 77 %
2	Termotivasi	73, 33 %
3	Kurang termotivasi	8, 88 %
4	Tidak termotivasi	0 %

Question number 18, does there any improvement of students writing ability?

Table 4.24

No	Criteria	Total
1	Sangat banyak	8, 88 %
2	Banyak	64, 44 %
3	Kurang banyak	24, 44 %
4	Tidak banyak	2, 22 %

Question number 19, does the implementation of cooperative games make the students to be active in writing?

Table 4.25

No	Criteria	Total
1	Sangat aktif	2, 22 %
2	Aktif	73, 33 %
3	Kurang aktif	24, 44 %
4	Tidak aktif	0 %

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Question number 20, do you think that cooperative games necessary to be applied in the future?

Table 4.26

No	Criteria	Total
1	Sangat Perlu	33, 33
2	Perlu	55, 55 %
3	Kurang Perlu	6, 66 %
4	Tidak Perlu	4, 44 %

Based on the questionnaire above we could know that 80% of students like English lesson. 15, 55 % students like writing skill very much, 51, 11 % students answered that its easy to study by using cooperative games, 48, 88 % students answered that they need to know the role play of cooperative games, 64, 44 % students answered that they like cooperative games, 53, 33 % students answered that they often cooperate each other during the implementation of cooperative games, 46, 66 % students always asking to the teacher when they did not understand, 60 % students answer that the topic was interesting, 64, 44 % students answered that the topic help them to be active, 66, 66 % students answered that the topic made them enthusiasts to study by using cooperative games, 55, 55 % students answered that the teacher given them a chance to explore their idea, 64, 44 % students answered that the teacher gave a support to be active in cooperative games, 71, 11 % students answered that the teacher dominate the class, 57, 77 % students answered that the teacher often helped them more when they got difficulties, 66, 66 students answered that the teacher

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often correct their mistake, 55, 55 % students answered that they often helped their friend who did not understand during the implementation of cooperative games, 73, 33 % students answered that cooperative games could motivate them to work with their team, 64, 44 % answered that they writing competence raised up after implementing cooperative games, 73, 33 % students answered that they was to be more active to write, 55, 55 % students answered that its important the implementation of cooperative games in the future and 33.33 % answered that it was very important the implementation in the future.

After calculating all questions items, we can conclude that the students of X/10 could accept the implementation of cooperative games although there was many difficulties during the teaching and learning process but the teacher often help them and correct their mistake. The difficulties that they found in teaching and learning process was about how to make or compose Indonesian language into English, they used to write Indonesian language at the first time then translating it into English. Another difficulties was the large number of the students sometimes make them difficult in forming the group, but it was run well after the second meeting.

C. Discussion

This point was discussed the whole activity of teaching and learning processes during the implementation of cooperative games. From the first cycle until the forth cycle of collaborative classroom action research (CCAR). This

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cycle was held on 7 May 2009. Based the result of the reflecting of the first cycle the teacher found that he should controlling the time allocation in order to make the students played the next game effectively. Next was motivating the students to Use English during the teaching and learning process. Then, Giving reward or punishment to what the students did tough they make mistake or not. This act could stimulate them to be better. After that, controlling the students when they play the game in they group. Then, explaining the technique of the game more clearly and describing the scoring of their writing ability in order to make them more serious to use their writing ability. Not only controlling the students when they play the games, but also Controlling the students' interaction and observing the students' motion when they playing the game. And the last of the first reflecting was motivating them to write and explaining the mistake in their written text. If it was necessary correction should be done directly if only the message was not assessable during the game.

Based on the progress of students' writing ability in the first meeting, the result of their writing was still low because they confused about the generic structure and the games' roles. Besides that, they were very noisy especially when the teacher forming the group and when they playing the game. There was one student who got **B** grade because she got 81 point. Fourteen students got **C** grades because their point between 70-80, twenty students got **D** grades because their point was about 60-70 point, and four students got **F** grades because they got less than 60 point.

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The second cycle was held on 14 May 2009. According to the reflecting of this cycle, the teacher should be aware of controlling the students' interaction and observing the students' motion. Besides that, motivating them to write and participate in the cooperative game. And the last was giving reward or punishment to what the students did tough they make mistake or not. It could stimulate them to be better. In this cycle, most of students were active in participating the cooperative games because they did not confuse the role anymore. But, the students sometimes very noisy especially when they interact each other.

Based on the progress of the students' writing ability, this cycle was better then the first cycle. It caused by students' understanding about the game roles and they had got the cooperative game in the first cycle so they had more spirit to do the games. Besides that, the topic was up to date. It was about *Antasari case*. According to they written task, there were twelve student got **B** grade because they got the point between 89 and 80 point, twenty five of students got **C** grades because their point between 70-80, and five students got **D** grades because their point was about 60-70 point.

The next cycle was held on 23 May 2009. Based the reflecting of this cycle, the teacher should consider about motivating them to write more cooperatively in their group. And, explain the scoring criteria in order to make them stimulate them to be better. Based on this cycle, the students' writing progress generally rwasing up then the second cycle, although it was not

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significant. It was proven by their writing score, the grades of their writing according to ESL were one student in grade **A**, ten students in **B** grade because they got the point between 89 and 80 point, twenty eight of students got **C** grades because their point between 70-80, and two students got **D** grades because their point was about 60-70 point.

The forth cycle was held on 28 May 2009, according to the reflection of this cycle, these was about motivating the students to use English during the teaching and learning process. And, giving reward or punishment to what students did although they make mistake or no. it could stimulate them to be better.

After the whole cycle implemented and considered the reflecting of every cycle the teacher concludes that the students could do the cooperative games cooperatively. Although, it was noisy especially in forming the group on the first meeting. But, the teacher could solve it in the next cycle. The students' writing progress also showed the development in every cycle. It was proven by the score and the grades they had gotten.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

1. Based on the analysis presented in the previous chapter, it can be seen that the implementation of cooperative games can be done based on the planning which was planned. Although there were some difficulties, but in order to solve those difficulties both the teacher and the researcher cooperate each other especially in implementing the cooperative games.
2. Beside that the students responses based on the data from the questionnaire when cooperative games applied were good. For about 64. 44 % of students answered that they like cooperative games and they hoped it will be apply in the future
3. Based on the students writing progress in every cycle, the students' writing competence could improve when cooperative games applied although it was not maximally improved.
4. After analyzing all of cycle, the researcher finally concludes that "cooperative games as means for teaching news item of writing skill in SMA HANG TUAH 2 SIDOARJO' were effective to motivate the students to practice their writing ability.

B. Suggestions

At the end of this research, the researcher would like to give some suggestion related to the result of this study.

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1. **To the teacher**

Concerning the cooperative games applied in the teaching of writing the researcher formulated some suggestions. Those are as follow;

a. Choosing any topics which are interesting and familiar to the students. It mean that neither too easy nor to difficult, in order that they would be more motivated their writing ability. So that they were easy to make the compositions based on the topic.

b. Creating a lively atmosphere, before starting the games in order to stimulate the students to be active by raising some simple questions to them.

c. Explaining the rule games more clearly in order to make the games successfully.

d. Controlling the students' interaction during the games playing as well as observing their interaction to each other

e. Motivated them to write

f. Controlling the time allocation effectively, in order that the students could play the games effectively.

g. Correcting their mistake directly if only the message they conveyed were not understandable or assessable. Then explain their mistake at the end of the lesson.

h. Forming the class into group in order to accomplish the task that given by the researcher easily.

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2. To the researcher

The researcher realizes that this study has its weakness due to his limited knowledge and experiences, references, time, and other instruments. He therefore would like to invite other researchers to do research dealing with the same problem on the different subject. They can be SMP or vocational school or SMA in all grades.

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