

## ABSTRACT

**Asrina Sari Br Sembiring. 082188330078. The Effect of Teaching Methods and Students' Learning Motivation on Students' Narrative Writing Achievement. A Thesis. English Applied Linguistics Study Program, State University of Medan. 2012**

The objective of this study are to investigate whether (1) Cooperative Language Learning and Task Based Language Teaching significantly affect the students' narrative writing achievement (2) The students' learning motivation significantly affect the students' narrative writing achievement (3) There is interaction between Cooperative Language Learning and Task Based Language Teaching and the students' learning motivation to students' narrative writing achievement. This study was conducted by using experimental research with factorial design 2x2. The population of the study was all the students of grade IX of 2010/2011 of SMP Muhammadiyah -01 Medan. There were six parallel classes namely T1, T2, U, A, B, and C. By applying multistage cluster random sampling four classes namely T1, U, A, and B were chosen as the sample. The samples consist of 120 students, and 30 students were taken from each of the classes. Class T1 and A were treated by using Cooperative Language Learning, then U and B were treated by using Task Based Language Teaching. The students' learning motivation was measured by using questionnaire. The students' achievement in writing narration was measured by using responsive writing test based on the topic chosen. The data were analyzed by using Two Way Anova. The result reveals that (1) Cooperative Language Learning and Task Based Language Teaching methods significantly affect students' narrative writing achievement with  $F_{\text{Observed}}$  is bigger than  $F_{\text{Table}}$  at the level of significance  $\alpha = 0,05$  ( $F_{\text{OA}} = 35,43 > F_{\text{Table}} = 3,92$ , (2) Students' learning motivation is significantly affect students' narrative writing achievement with  $F_{\text{Observed}}$  is bigger than  $F_{\text{Table}}$  at the level of significance  $\alpha = 0,05$  ( $F_{\text{OB}} = 5,93 > F_{\text{Table}} = 3,92$ , (3) There is interaction between teaching methods and students' learning motivation on students' narrative writing achievement with  $F_{\text{Observed}}$  is bigger than  $F_{\text{Table}}$  at the level of significance  $\alpha = 0,05$  ( $F_{\text{OAB}} = 25,55 > F_{\text{Table}} = 3,92$ ). Thus, teaching methods and students learning motivation significantly affect the students' narrative writing achievement. It implies that English teachers should apply various teaching methods, such as CLL and TBLT and pay more attention to the students' learning motivation in their attempt to improve the students' narrative writing achievement.

## ABSTRAK

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Penelitian ini bertujuan untuk mengetahui apakah (1) Cooperative Language Learning and Task Based Language Teaching secara signifikan mempengaruhi hasil belajar siswa dalam menulis naratif (2) motivasi belajar siswa secara signifikan mempengaruhi hasil belajar siswa dalam menulis naratif (3) terdapat interaksi antara metode pembelajaran dan motivasi belajar siswa terhadap hasil belajar siswa dalam menulis naratif. Penelitian ini dilakukan dengan eksperimen menggunakan desain faktorial 2x2. Populasi penelitian ini adalah semua siswa kelas IX tahun ajaran 2010/2011 SMP Muhammadiyah -01 Medan. Ada enam kelas paralel yakni T1, T2, U, A, B, dan C. Dengan menggunakan teknik multistage cluster random sampling, empat kelas yakni T1, U, A, dan B dipilih sebagai sampel. Jumlah sampel ada 120 orang, dan 30 orang siswa diambil sebagai sampel dari tiap-tiap kelas. Kelas T1 dan A akan diajar dengan menggunakan Cooperative Language Learning, kemudian kelas U dan B akan diajar dengan menggunakan metode Task Based Language Teaching. Motivasi belajar siswa akan diukur dengan menggunakan angket. Hasil belajar siswa dalam menulis naratif akan diukur dengan menggunakan tes menulis sesuai topik yang dipilih. Data dianalisis dengan menggunakan Anava 2 jalur. Hasil penelitian menunjukkan bahwa (1) metode Cooperative Language Learning dan Task Based Language Teaching secara signifikan mempengaruhi hasil belajar siswa dalam menulis naratif dengan nilai  $F_{\text{observed}}$  lebih besar dari  $F_{\text{Table}}$  pada level signifikansi  $\alpha = 0,05$  ( $F_{\text{OA}} = 35,43 > F_{\text{Table}} = 3,92$ , (2) Motivasi belajar siswa secara signifikan mempengaruhi hasil belajar siswa dalam menulis naratif dengan nilai  $F_{\text{observed}}$  lebih besar dari  $F_{\text{Table}}$  pada level signifikansi  $\alpha = 0,05$  ( $F_{\text{OB}} = 5,93 > F_{\text{Table}} = 3,92$ , (3) terdapat interaksi antara metode pembelajaran dengan motivasi belajar siswa terhadap hasil belajar sowa dalam menulis dengan nilai  $F_{\text{Observed}}$  lebih besar dari  $F_{\text{Table}}$  pada level signifikansi  $\alpha = 0,05$  ( $F_{\text{OAB}} = 25,55 > F_{\text{Table}} = 3,92$ ). Dengan demikian metode pembelajaran dan motivasi belajar siswa secara signifikan mempengaruhi hasil belajar siswa dalam menulis naratif. Ini berarti guru-guru seharusnya menerapkan berbagai metode pembelajaran seperti CLL dan TBLT dan lebih memperhatikan motivasi belajar siswa di dalam usaha mereka untuk memperbaiki hasil belajar siswa dalam menulis naratif.