

CHAPTER I INTRODUCTION

A. The Background of The Study

Language proficiency consists of four skills, they are listening, speaking, reading, and writing that should be achieved by the students who study English. Students should be able to master those skills. For example, in writing, is not about the result of written form only, but it should be organized and understood well.

Writing as one of the four skills is very difficult for the students to master it. Most of the students are afraid in writing because they still confuse how to begin, how to organize, and what they will write. When this condition happened, the students will get boredom and assumed that writing is very difficult to do.

Based on the writer's experience during his Integrated Field Teacher Training Program (Program Pengajaran Lapangan – Terpadu: PPL-T) in SMP Swasta PABAKU Stabat in year 2011. Findings that almost of students in third year faced some difficulties to write in English especially in writing procedure texts. They are confused. They did not know what they should do. Almost of students had difficulties in conveying ideas in writing procedure texts. Because they are lack of vocabularies and tenses. They had difficulties to create sentences. The students preferred to write in Indonesian Language rather than English. "Many people find it difficult to write because in writing, people must actively think of things and express his/her ideas" (John, 2001: 13) Sometimes, they did other activities like chatting with the others when teaching-learning process.

It needs to be improved, how the way the teacher teaches and the students learn. It is hoped that the teacher of English enrich their abilities to be more active and creative in teaching the writing process.

Based on the data got by observing in SMP Swasta PABAKU Stabat, students' scores of English subject showed in Daftar nilai Siswa of the third year the Minimum Competence criteria (Kriteria Ketuntasan Minimal: KKM) is of 70. From 30 students in third year, there are 26 students got scores lower than 70 and there are 4 students got higher than 70. It means that only 13% of students have already achieved the competence.

By interviewing the teacher of English and some students, it can be concluded that students are stuck in writing about what they will write, whether their texts are organized well, or the structure of the text is right such as thing, which make them difficult to write. They assumed that writing is a difficult task because they could not transfer their ideas and feelings in written form in English. Therefore, this condition is caused by method of teaching and learning process. Teacher must be able to create suitable method for a better, interesting, and helpful in teaching and learning process.

Based on the explanation above, it is important to use a method to help students in solving their problem. Many methods in learning are used to solve the problem. The writer will try to use cooperative learning.

Learning Together (LT) method is one of several methods in Supported Cooperative Learning Methods. In this method, students work in-group to make a group product. Student can share their knowledge or information to other student

in-group. Therefore, learning together methods can promote students' learning and academic achievement, to increase students' intention, to enhance students' satisfaction with their learning experience, and to help students' self-esteem.

Previous researcher on writing another genre but applied Learning Together Method was Ariani Juwita Nasution (2001). She made her research in SMP Negeri 37 Medan. The sample was one class consists of 38. Before applied Learning Together Method, the students got lower score in writing, then after applied Learning Together Method, it had an improvement. In cycle I had mean was 64.58 and in cycle II had the mean 72.94. Although 5 students did not get score up to 70, but their scores showed improvement from orientation to test II.

Although different genre, but in this case, writer will try to apply the same method: Learning Together Method but in teaching writing procedure texts. In Learning Together, students learn largely through intrinsic motivation, and rewards are largely intrinsic. This method emphasizes team building before the students start working together and regular assessment to determine how well they are working together in-group. The method they have researched involve students working in four-five member heterogeneous groups on assignments sheet. So that, everyone is expected to help and to be help. Those are the reasons why the writer will conduct Learning Together Method in this research.

Based on the situation above, this writer will conduct a research entitled "Improving Students' Achievement in Writing Procedure Texts through Learning Together Method."

B. The Problem of the Study

Based on the background above, it is necessary to formulate the problem of this research as “Is the students’ achievement in writing Procedure Texts improved by applying Learning Together Method?”

C. The Objective of the Study

The objective of the study is to investigate the significant improvement of the students’ achievement in writing Procedure Texts through Learning Together Method.

D. The Scope of the Study

This study will be specified with a focus on writing Procedure Texts through Learning Together Method.

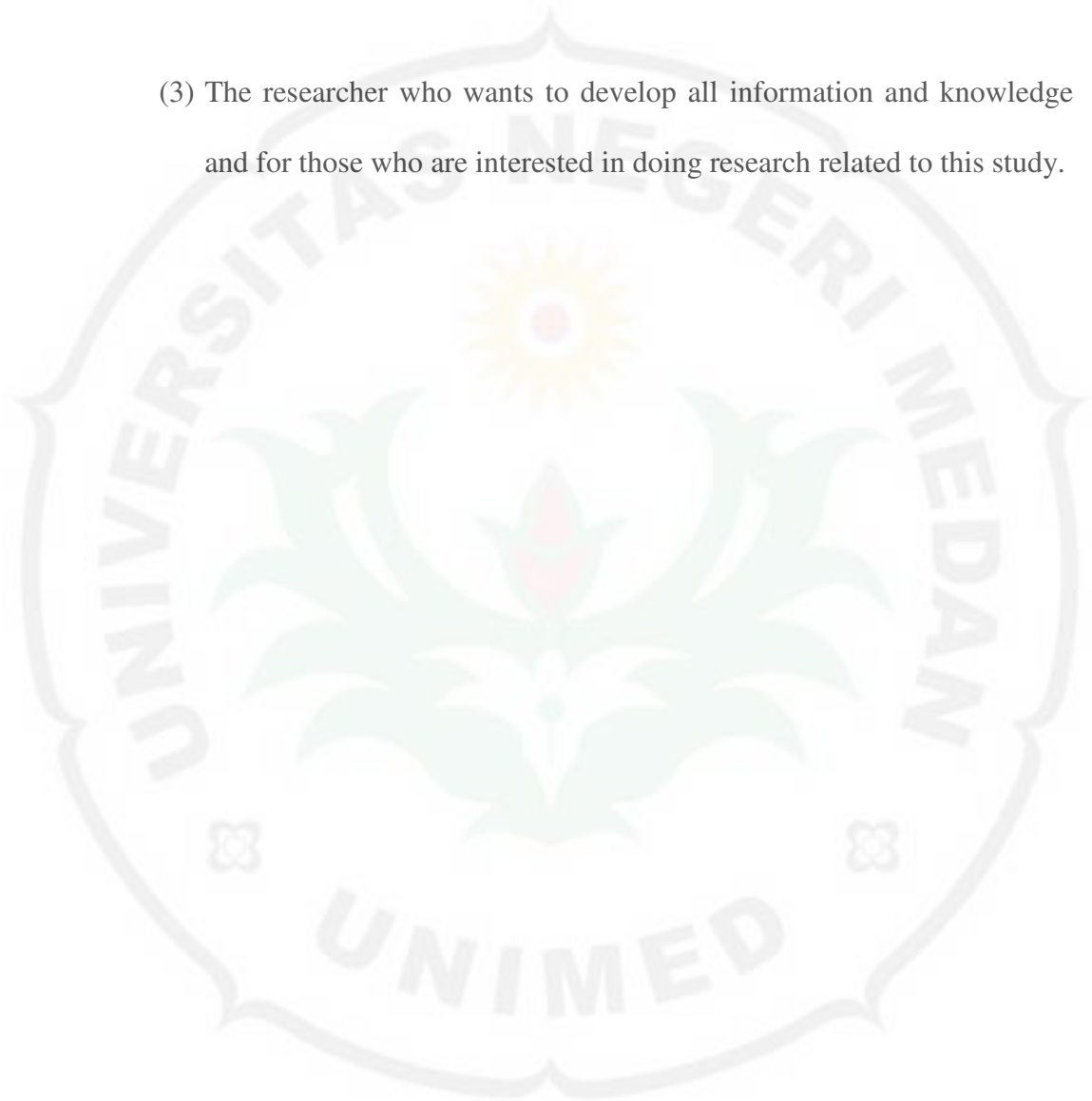
E. The Significance of the Study

The findings of the study will be expected to be useful for:

- (1) The teacher of English , especially how to teach writing procedure texts
- (2) Improving the students writing, especially in writing procedure texts.

This research can be used as reference to improve students’ motivation in learning process, improving students’ activation, being cooperative students, building self-confidence and appreciative students.

(3) The researcher who wants to develop all information and knowledge and for those who are interested in doing research related to this study.



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