



**THE USE OF COOPERATIVE LEARNING TO ENHANCE LOW AND HIGH MOTIVATED STUDENTS IN WRITING DESCRIPTIVE TEXT  
(The Case of Grade Seven Students of SMP Kesatrian 1 Semarang)**

Suwarno ✉

Prodi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Semarang, Indonesia

**Info Artikel**

*Sejarah Artikel:*  
Diterima Oktober 2014  
Disetujui Oktober 2014  
Dipublikasikan  
Juni 2014

*Keywords:*  
*Cooperative Learning,*  
*Students' Motivation,*  
*Descriptive Text*  
*Writing.*

**Abstract**

Many research projects was conducted to find out more effective techniques to teach English. This study was conducted because most of the students at SMP *Kesatrian 1 Semarang* had some difficulties in descriptive text writing. It was done to give a new experience for them to learn descriptive text by means of cooperative learning to improve the quality of their writing. It employed factorial design 2x2 because it employed more than one independent variable; TPS, CIRC and one dependent variable. The experimental group was given experiences of learning by TPS technique and the control group by CIRC technique. The study was accomplished in the academic year 2013/2014. The samples were two classes, class A, and class C. Class A was the experimental group and class C was the control one. The result of the study proved that both of the techniques were effective to enhance descriptive text writing for students of different levels of motivation. However TPS was more effective than CIRC. The result of the study can be used as the consideration on teaching descriptive text writing for the teachers. It can also be a reference in doing other research by other researchers.

© 2014 Universitas Negeri Semarang

✉ Alamat korespondensi:  
Kampus Unnes Bendan Ngisor, Semarang, 50233  
E-mail: [pps@unnes.ac.id](mailto:pps@unnes.ac.id)

ISSN 2087-0108

## INTRODUCTION

Many research projects have been conducted to find out more effective techniques or ways to teach English as a foreign language in our country. The studies have been mostly conducted due to English as a medium of interaction and communication among people from different parts of the world. The four language skills: listening, speaking, reading, and writing are used for practical purpose to convey meanings and ideas. Those abilities must be seen as a whole ability because they are integrated with each other. The School-Based Curriculum of Junior High School stated that teaching English focuses on the mastery of four language skills, namely: Listening, speaking, reading, and writing.

Writing skill is categorized as one of the productive skills besides speaking and reading. It contains symbols and involves a complicated process. It seems likely that it is apart from other skills. Murcia. C, and Olshtain (2000:142) stated that writing is the production of the written words which produce a text that must be read and comprehended in order to communicate. By writing the students convey their needs, deliver their ideas, and express their thoughts to others. It is quite clear that writing skill is very useful for the students to express whatever is in their minds such as needs, ideas, thoughts, etc.

This study was conducted due to the real condition that most of the students in the place where the researcher conducted the study still have some significant difficulties in doing exercises or assignments on writing simple descriptive text as shown in the preliminary experiences. They do not only have low motivation needed in the process of learning the materials but also they have lack of experiences in constructing the writing projects. That is why this study was conducted to give a new experience for the students to learn how to generate descriptive text by means of think pairs share (TPS) and cooperative integrated reading and composition (CIRC) techniques to

improve their motivation in learning writing especially in constructing descriptive texts. The experimental group was given experiences of learning by think-pairs share technique and the control group was given experiences of learning by cooperative integrated reading and composition technique.

The researcher also tried to get proof whether think pairs share and cooperative integrated reading and composition techniques were effective to be used as techniques to improve the descriptive text writing for the students of different levels of motivation or not. The writer formulated these following research problems: (1) How effective is think-pairs share (TPS) used to improve descriptive text writing of students with low and high motivation? (2) How effective is cooperative integrated reading and composition (CIRC) used to improve descriptive text writing of students with low and high motivation? (3) Which technique is more effective to teach descriptive text writing of the students with low and high motivation? (4) How is the interaction between cooperative learning technique and the students with low and high motivation in teaching descriptive text writing?

This study was conducted in the hope to get valuable contributions to the students and teachers in teaching and learning process. The students were expected to get the benefit from improving their achievement by the application of think-pairs share and cooperative integrated reading and composition techniques especially in descriptive texts writing. On the other hand, the teacher expected to find out which technique is more effective to enhance the descriptive text writing for the students with low and high motivation in the teaching and learning process.

Winch.et.al (2006) state that writing is a great collector of ideas, clarifier of thinking, and major aspect of learning. They also said that writing is a language competence to handle a range of problems that can't be satisfactorily managed through reflection or talking.

At this point, the variables being investigated in this study were limited to find out the effectiveness of think-pairs share and cooperative integrated reading and composition techniques and the influence of the students' motivation on their writing quality. It was also aimed to find out the interaction of the two techniques on the students' writing quality. Average differences between the techniques (independent variables) being investigated show the effects of the variables on the students' writing achievement or quality (dependent variable). The greater the average is, the stronger the influence is, on the quality of the students' writing.

How to teach writing successfully Harmer (2007) said that the process of writing should follow the four stages. They are planning, drafting, editing, and final version. Hayland (2005) states that writing instruction begins with the purposes for communicating, and then move to the stages of text which can express these purposes. Teacher can help students to distinguish between different genres and to write them more effectively study of their structures.

Gerot and Wignell (1994:208) state descriptive text is used to describe a particular person, place, or thing. Its purpose is to describe the subject matter by telling its features without person's opinions. There are also two steps of schematic structures of this text. They are identification and description. The former identifies phenomenon to be described and the latter describes parts, qualities and characters of the subject matter.

Kagan (1989) says that Think-Pair-Share is a method that allows students to engage in individual and pair thinking before they are asked to answer questions in front of the whole class, while Slavin (1995) says that cooperative integrated reading and compositions is designed for use with specific materials for teaching reading and writing in the upper elementary grades.

Brown (1994) says that there are two kinds of motivation which is influencing

students in learning English: first, intrinsic motivation which aimed at bringing about certain internally rewarding consequence, namely feeling of competence and self-determination. The other one is extrinsic motivation which is carried out to anticipate of reward from outside and beyond their self.

In the previous studies, the first researchers employed cooperative learning on the use the implementation of Student Team Achievement Division (STAD) technique and the students' learning motivation gave a significant effect to the students' writing achievement. The second researcher investigated effect of Think-Pair-Share technique on the English reading achievement of the Students differing in achievement motivation. The third study was aimed to improve the students' achievement in writing descriptive text. The forth researcher tried to analyze the effect of cooperative integrated reading and composition technique and traditional reading and writing pedagogical method for primary school students. The last study was aimed to investigate whether the implementation of guided writing strategy and the students' achievement motivation gave a significant effect to the students' writing competency.

Meanwhile this research tried to find out the effectiveness of cooperative learning on think-pairs share and cooperative integrated reading and composition which was proposed to improve the descriptive text writing ability for the students with different levels of motivation.

Harmer (2007) said that the process of writing should follow the four stages. They are planning, drafting, editing, and final version. Hayland (2005) states that writing instruction begins with the purposes for communicating, and then move to the stages of text which can express these purposes. Shastri (2010) says that a writer has to follow a sequential process for writing. First of all, he should be motivated to write. He should decide the topic first. He should have a plan ready in his mind. He should make an outline. He needs to make notes and

write the first draft. This should be revised, redrafted and edited till the final version is the complete product.

**RESEARCH METHOD**

In this research the writer employed an experimental research which used factorial design as the design of the study. It was chosen because the study employed more than one independent variable. Gall et al.(2003) state

that the 2 x 2 factorial design is appropriate for the experimental research that involves more than one independent variables. The pre-test and post-test with experimental and control groups design were employed in this study. The Figure below showed and clarified the design of the research which the researcher conducted. The Figure below showed and clarified the design of the research which the researcher conducted.

Assessment	Think-Pairs Share (Experimental Group) (X1)	Cooperative Integrated Reading and Composition (Control Group) (X2)	
Strategy			
Motivation			
	X1 Y1	X2 Y1	
Low (Y1)	(RQ.1)	(RQ. 2)	X1 X2 Y1
	X1 Y2	X2 Y2	
High (Y2)	(RQ.1)	(RQ.2)	X1 X2 Y2
	X1 Y1 Y2	X2 Y1 Y2	
		(RQ.3)	

- 1) The interaction between cooperative learning technique and the different motivated students in teaching descriptive text writing ( RQ.4)

This research was conducted to the students of *Kesatrian 1 Junior High School Semarang* in the seven grade. It is one of the private schools in Semarang. The school is located in the downtown precisely at Jalan Gajahmada 123 *Semarang*.

“A sample is a group of persons or things from which the data taken that resemble the

population” (Saleh. Mursid. 2011: 39). The samples which were used in this research consisted of two classes: (1) 34 students of A class, and (2) 34 students of C class. Class A was the experimental group and class C was the control group.

The writer used cluster random sampling to get the sample. The step of getting the

sampling were: (1) from the 7 homogeneous classes, two classes were taken randomly; the classes which were chosen were class A and class C; (2) from those two classes, the researcher chose the class randomly, one as an experimental group and the other as a control group.

The instruments that used for collecting the data consisted of questionnaires, pre-test, and post-test. The pre-test and the post-test were used to measure the students' achievement in writing descriptive text. The pre-test was conducted to both the experimental and control groups first before the implementation of the technique research. They were done on Friday 14th March 2014 to the experimental group and on Saturday 15th March 2014 to the control group. The post-test was conducted after the process of teaching and learning to both the experimental and the control groups to know the effect of the research. They were accomplished on Friday and Saturday 28th and 29th March 2014. They were employed to the experiment group first and then to the control one. The result of the pretest and post test were then calculated and analyzed with ANOVA to get the conclusion.

## RESULTS

After conducting the pretest and posttest to both experimental and control groups, analyzing the test results were done. The procedures of analyzing the data include: Analyzing the result of the questioner given to both the experiment group and the control one; Analyzing the result of the pretest conducted to both the experiment group and the control group; Analyzing the result of the posttest conducted to both the experiment group and the control group; Analyzing the normality of test conducted to both the experiment group and the control group; Analyzing the homogeneity of the test conducted to both the experiment group and the control group; Analyzing the heterogeneity of the test conducted to both the experiment group and the control group;

Analyzing the result of the improvement in the test conducted to both the experiment group and the control group. The data which were described here belonged to the result of the questionnaires that had been conducted to the experiment and control groups. They also included the result of the pretest and posttest had been conducted to both the experiment and the control groups. To describe the data, the writer worked on the highest score, the lowest score, the range, the class, and the interval to know the frequency distribution. The data of each group were presented below:

a) The result of the questioner test of the students in experiment group who were taught by Think Pairs Share technique. The results showed that there were 14 students in the experiment group that categorized as low motivation and 20 students considered as high motivation ones.

b) The result of the questioner test of the students in the control group who were taught by Cooperative Integrated Reading and Composition. The same technique was employed in this step and the results showed that there were 13 students in the experiment group that categorized as low motivation and 21 students considered as high motivation ones.

c) The result of the pretest of the low and high motivation students in the experiment group who were taught by Think Pairs Share technique. After the pretest was conducted then the result was analyzed. First the names of the students were coded based on the students' number. Students' numbers were coded from E-01 up to E-34. The computation of the data show that the minimal score was 28,00 and the highest one was 72,00. The sum of the score was 1.392. The mean was 40,94. The variants were 117,39. The standard of deviation was 10,83.

d) The result of the pretest of the low and high motivation students in the control group who were taught by Cooperative Integrated Reading and Composition. The same procedure was done to analyze this result. First the names of the students were coded based on the students' number. Students' numbers were

coded from K-01 up to K-34. The computation of the data show that the minimal score was 28,00 and the highest one was 76,00. The sum of the score was 1.240. The mean was 36,47. The variants were 80,26. The standard of deviation was 8,96.

e) The result of the posttest of the low and high motivation students in the experiment group who were taught by Think Pairs Share technique. From the computation of the data it was found that the minimal score was 44,00 and the highest one was 84,00. The sum of the score was 2.036. The mean was 50.88. The variants were 96.47. The standard of deviation was 9,82.

f) The result of the posttest of the low and high motivation students in the control group who were taught by Cooperative Integrated Reading and Composition. From the computation of the data it was found that the minimal score was 40,00 and the highest one was 84,00. The sum of the score was 1.848. The mean was 54.35. The variants were 81.57. The standard of deviation was 9.03.

## CONCLUSION

After the data was analyzed it could be concluded that think pairs share technique was effective enough to improve descriptive text writing of students with different levels of motivation. After analyzing the data it could be concluded that Cooperative Integrated Reading and Composition was also effective to improve descriptive text writing of students with different levels of motivation.

Based on the computation of the improvement results of the study to both of the two groups there are significant improvement on the result of the study. According to the result of the improvement study of both groups it could be concluded that cooperative learning on TPS and CIRC were effective to enhance descriptive text writing of students with different levels of motivation. According to the hypothesis, formula, and the computation of the mean differences on the posttest result to both groups, it could be concluded that because t was

in the acceptance area  $H_a$ , so it was concluded that the result of the study in the experiment group which was taught by think pairs share was better than the control group which was taught by cooperative integrated reading and composition.

Finally, the study on cooperative learning to enhance the low and high motivation students' in descriptive text writing which was conducted to the seven graders Junior High School of Kesatrian 1 Semarang showed that there were interaction between the two techniques employed to the experiment group and the control one (cooperative learning) and the students' motivation in achieving the descriptive text writing. Both of them improve the students' achievement in descriptive text writing of the students with different levels of motivation. Think Pairs Share improved the achievement of descriptive text writing of the low and high motivation students' of the experiment group. Cooperative Integrated Reading and Composition increased the achievement of descriptive text writing of the low and high motivation students' of the control group. Both of the techniques enhanced the students became more active in participating in the classroom activity

For the teachers who intend to teach descriptive text writing to the seven graders Junior High the writer suggests them use Think Pairs Share technique. It due to the result of the study had been conducted by the writer showed that TPS was more effective to improve the quality of descriptive text writing of students with different levels of motivation. For the students who want to get better achievements should be more active in teaching and learning process, in doing the writing projects and experiencing the process of writing whether they work individually, in pairs or in group. For other researchers who propose the similar research, the result of this study can be used as a reference of the study. Think pairs share (TPS) technique is more advisable since the result of the study showed that it was more effective to enhance descriptive text writing of students

with different levels of motivation. They are also able to use cooperative integrated reading and composition (CIRC) to improve the students' ability in descriptive text writing.

## REFERENCES

- Agustini, Marheini and Suarnajaya. 2012. The Effect of Cooperative Learning Technique and Students' Attitude on Reading Comprehension. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*. Vol. 1/2013. Retrieved 30 December 2013.
- Anderson, M and Anderson, K 2003. *Text Types in English*. South Yarra: Macmillan Education Australia PTY. LTD.
- Brown, D. 2001. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Second Edition. New York: Addison Wesley Longman, Inc.
- Budiarta, P. and Budasi. 2012. The Effect of Think Pair Share Technique on The English Reading Achievement of the Students Differing in Achievement Motivation at Grade Eight of SMPN 13 Mataram. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris* Vol. 1/2013. Retrieved 30 December 2013.
- Cohen, L. Manion, L., and Marison, K. 2007. *Research Method in Education*. 6<sup>th</sup> rd. New York: Roudledge.
- Depdiknas. 2006. *Kurikulum 2006; Standar Kompetensi Mata Pelajaran Bahasa Inggris*. Jakarta: PT Bina Tama.
- Durukan. 2010. Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills. *Educational Research and Reviews* Turkey: Department of Turkish Education. Faculty of Fatih Education. Black Sea-Technical University. //www.academicjournals.org/ERR . 6(1), 1990-3839.
- Fauziati. 2009. *Introduction to Methods and Approaches in Second or Foreign Language Testing*. Surakarta: Pustaka Utama.
- Fauziati. 2010. *Teaching English as a Second Language*. Surakarta: Pustaka Utama.
- Gall, Meredith D. et.al. 2003. *Educational Research. An introduction*. Seven Edition. New York: Pearson Education, inc.
- Gerrot, L. and P. Wignell. 1994. *Making Sense of Functional Grammar*. Cambridge: Gerb Stabler
- Harrmer, J. 2007. *How to Teach Writing*. Harlow: Pearson Educational Limited.
- Hyland, K. 2007. *Genre and Second Language Writing*. Michigan: The University of Michigan Press.
- Marhaeni, Afan, and Dantes. 2012. The Effect of Motivation on The Writing Achievement of the Tenth Year Students of SMA Negeri 4 Singaraja in The Academic Year 2011/2012. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris* Volume 1/2013. Retrieved 30 December 2013.
- Murcia, C. M and Olshtain. E. 2000. *Discourse and Context in Language Teaching. A Guide for Language Teachers*. London: Cambridge University Press.
- Murcia, C. 2001. *Teaching English as a Second or Foreign Language*. 3<sup>rd</sup> ed. Boston: Heinle & Heinle, Thomson Learning, inc.
- O'malley, J.M., and Pierce, L, V. 1996. *Authentic Assessment for English Language Learners; Practical Approaches for Teachers*. New York: Addison.
- Paramita, Rahmah. 2013. Improving Students' Achievement in writing News Item Text Through Cooperative Integrated Reading and Composition. *International Journal of Language Learning and Applied Linguistics World. (IJLLALW)* Volume 3(3), July 2013 . Faculty of Languages and Arts Universitas Negeri Medan, Indonesia. Retrieved 30 January 2014.
- Pintrich, R. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance, *Journal of Educational Psychology*, 82, 33-40. Retrieved 30 January 2014.
- Saleh, M. 2011. *Enam Tradisi Besar Penelitian pendidikan Bahasa*. Semarang: UNNES Press.
- Slavin, E. R. 1995. *Cooperative Learning Theory; Research and Practice*. New York: The Hopkins University.
- Tuckman, B.W. 1978. *Conducting Education Research*. New York: Harcourt Brace Javanovic
- Winch, Gordon. et.al. 2006. *Literacy*. Third Edition. New York: Oxford University Press