IMPROVING GRADE-2b STUDENTS' WRITING ABILITY AT SMPN 8 MAKASSAR BY WAY OF COOPERATIVE SCRIPT METHOD

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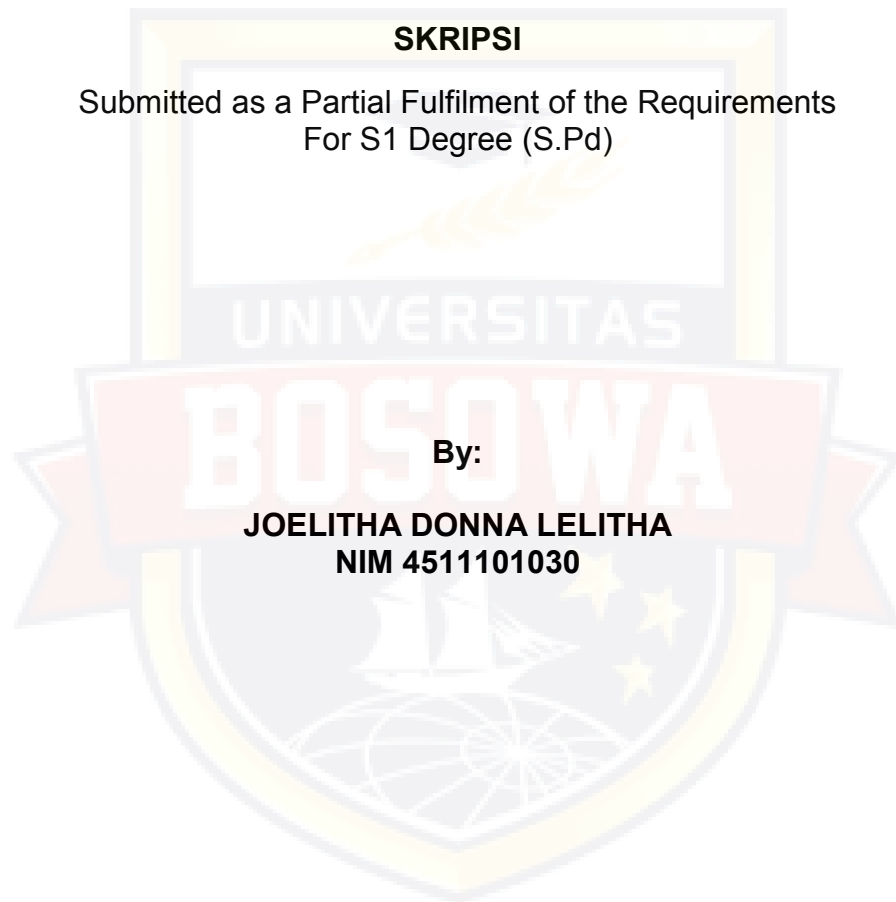
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FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY OF MAKASSAR
2016

MAKASSAR BY WAY OF COOPERATIVE SCRIPT METHOD

SKRIPSI

Submitted as a Partial Fulfilment of the Requirements
For S1 Degree (S.Pd)

By:

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PAGE OF APPROVAL

Proposal with the Title

"IMPROVING GRADE-2 STUDENTS' WRITING ABILITY AT SMPN 8 MAKASSAR BY WAY OF COOPERATIVE SCRIPT METHOD"

On behalf of:

Name	: Joelitha Donna Lelitha
Register Number	: 45 11 101 030
Faculty/study program	: Teacher Training and Education
Department	: English Education

After completely checked, the proposal has fulfilled the standard for the seminar.

Approved by

Supervisor I   **Supervisor II**

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**Head of English
Education Department**

Rampeng, S.Pd., M.Pd

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "Improving Grade-2b Students' Writing Ability At SMPN 8 Makassar by Way of Cooperative Script Method" berserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, March 2016
Yang membuat pernyataan,

Joelitha Donna Lelitha
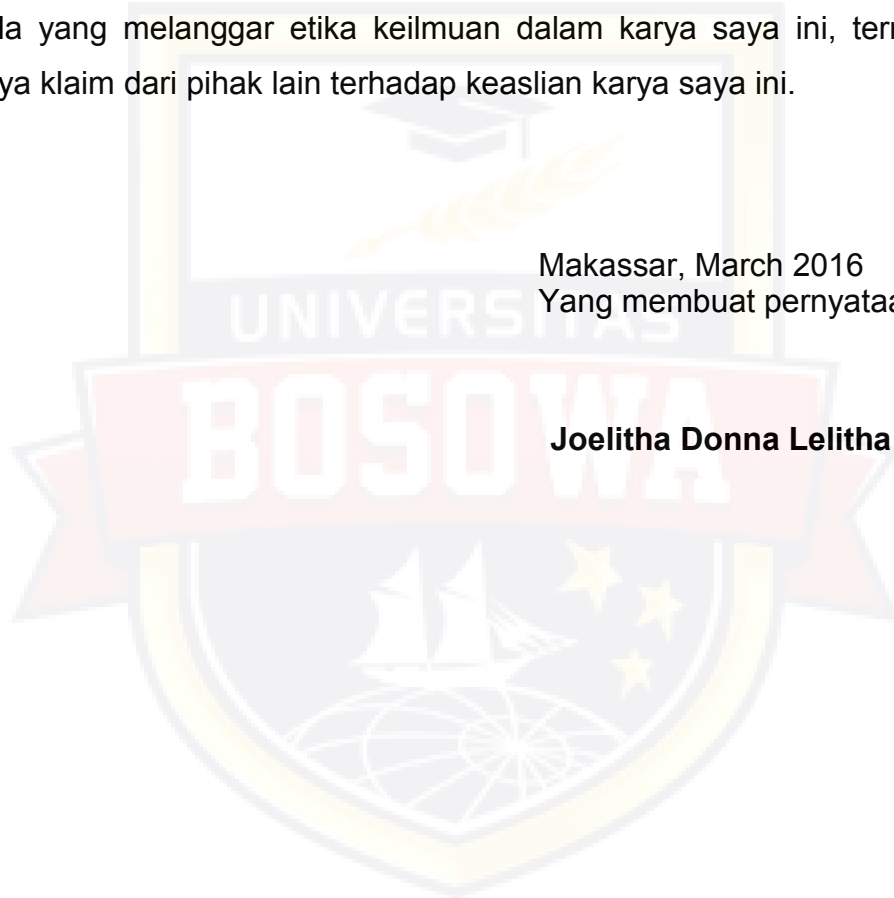
ACKNOWLEDGEMENT

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Therefore, the writer would like to express her great gratitude appreciation especilly to Dr. Mas'ud Muhammadiah, M.Si as the Dean of English Education Faculty of Teacher Training and Eduction Bosowa University Makassar. Thank you very much also to Drs. Nikolaus Passassung, MA., Ph.D as the first supervisor and Rampeng, S.Pd., M.Pd as the second supervisor and as the Head of English Education Department for her guidance and corrections, also to all lecturers of English Education Department.

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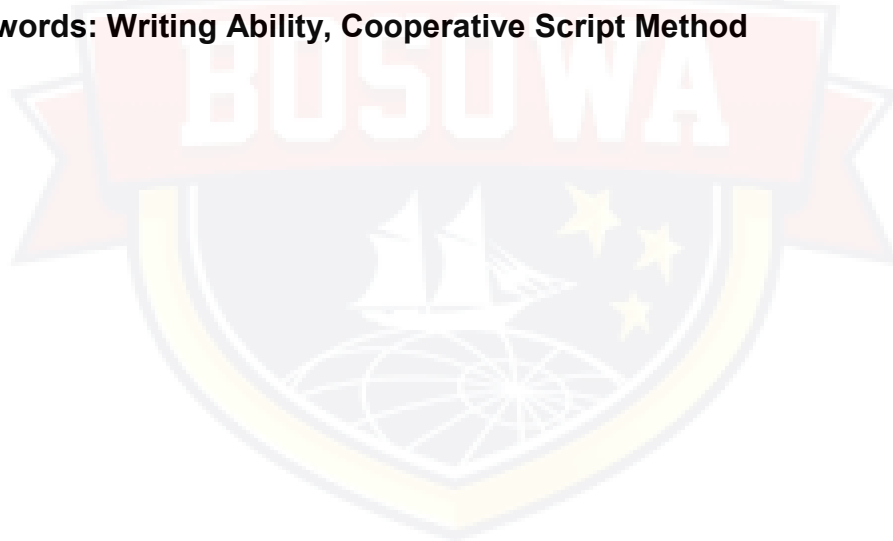Makassar, March 2016

Joelitha Donna Lelytha

ABSTRACT

Joelitha Donna Lelytha.2015.*Improving grade-2b students' writing ability at SMPN 8 Makassar By Way of Cooperative Skript Method*. Skripsi, Department of English Education. Supervised by NikolausPassassung and Rampeng.

The aim of this study is to describe the way students' writing ability of the grade-2b SMPN 8 Makassar improve by way of cooperative script method.

The study employed classroom action reasearch design. Where the subject consisted of 20 students who taken from grade-2b of the second year students of SMPN 8 Makassar in academic year 2015/2016. The instrument of this research was writing test. The data were collected in cycle I and Cycle II.

The data were by using classroom action research. The result showed that the mean score in cycle I was 61,7 and in the cycle II was 77,5 It meant that cooperative script method can improve the writing ability of the second year students of SMPN 8 Makassar

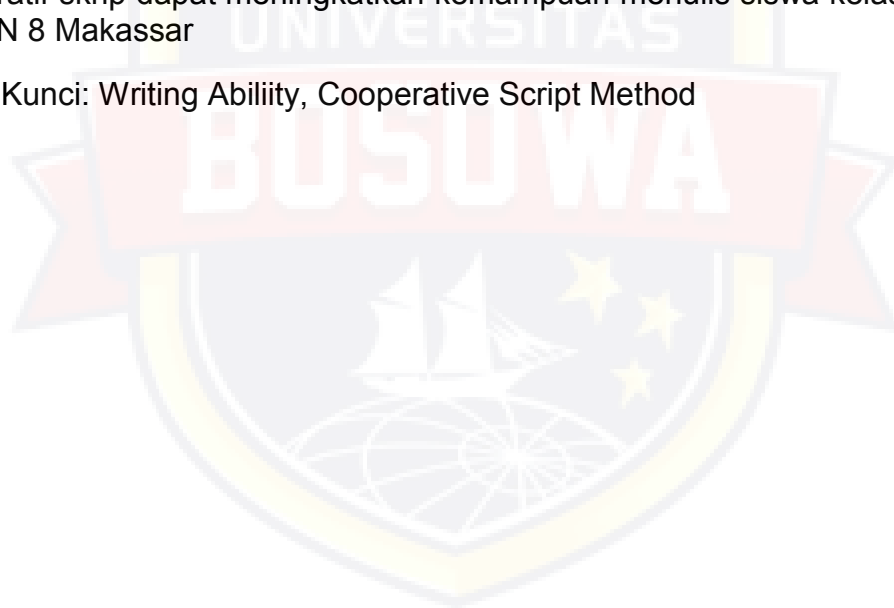**Key words: Writing Ability, Cooperative Script Method**

ABSTRAK

Joelitha Donna Lelytha.2015.*Improving grade-2b students' writing ability at SMPN 8 Makassar By Way of Cooperative Skript Method*. Skripsi. Pendidikan Bahasa Inggris. Dibimbing oleh Nikolaus Pasassung dan Rampeng.

Tujuan penelitian ini adalah untuk mengetahui kemampuan menulis siswa kelas II SMP Negeri 8 Makassar melalui metode koperatif skrip.

Penelitian ini menggunakan jenis penelitian tindakan kelas. Subjek Penelitian berjumlah 20 siswa yang berasal dari kelas VII-B di SMPN 8 Makassar tahun ajaran 2015/2016. Instrument penelitian ini adalah test menulis. Data dikumpulkan melalui siklus pertama dan siklus kedua.

Data diambil dengan menggunakan penelitian tindakan kelas. Hasil penelitian tersebut menunjukan bahwa nilai rata-rata siswa pada siklus I adalah 61,7 dan siklus kedua 77,5. Hal ini menunjukan bahwa metode koperatif skrip dapat meningkatkan kemampuan menulis siswa kelas VII-B SMPN 8 Makassar
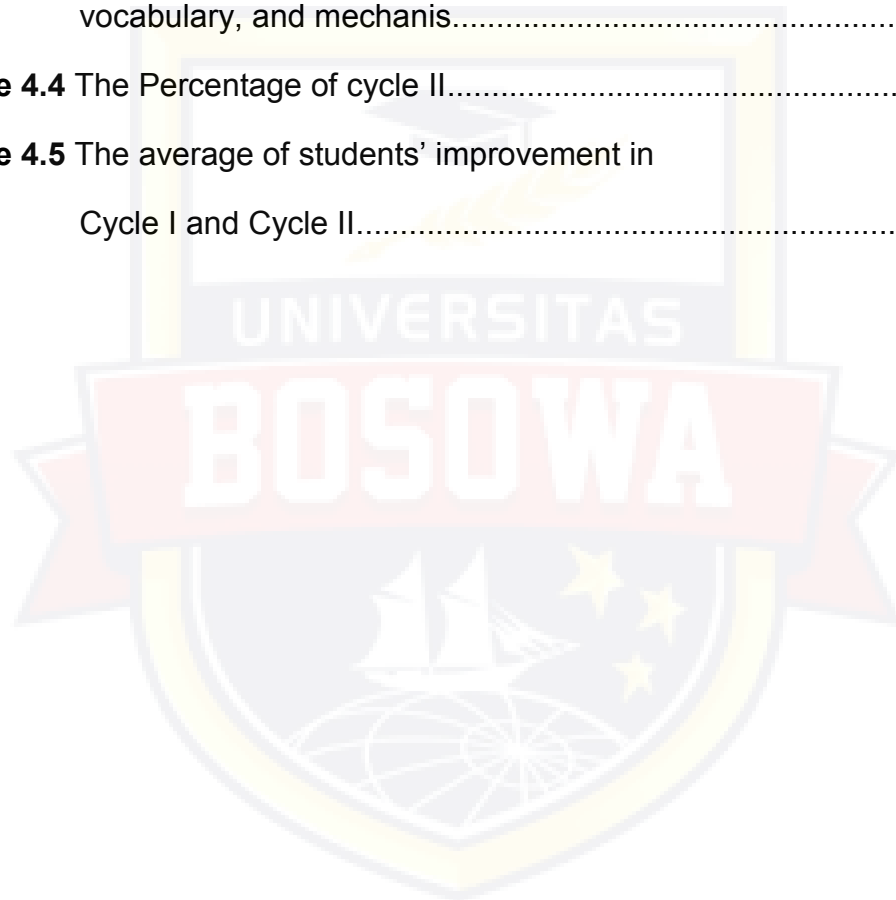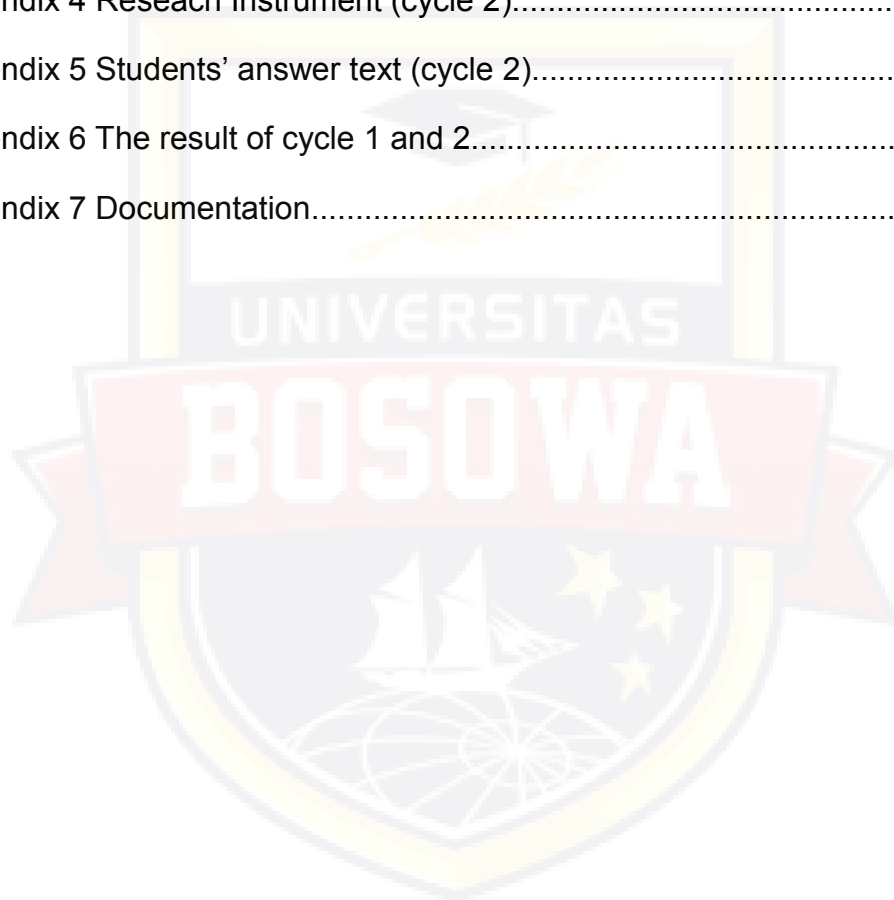
Kata Kunci: Writing Abiliity, Cooperative Script Method

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CHAPTER I

INTRODUCTION

In this chapter, the writer describes the background, problem statement, objective of the research, and significant of the research.

A. Background

In context of learning English as foreign and second language, students can be able to focus in the four language skill. Among the four language skill, it seems that writing is more complicated for the students to be mastered.

Haeton (cited in Sharial 2010: 2) say the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also conceptual and judgment.

Writing is important in learning English, it can help the students in learning and developing their English by expressing their knowledge, exprerience and the way of thinking. It can be expressed in to from of essay, a paragraph, a short story and etc. Writing ability as very important for this time and no one can obtain success without having this ability. Masdianti (2011: 30) stated that through writing we can convey our feeling, thought and opinion without having face to face.

Many students are unsuccessful in their study because they unable to express their ideas. In doing writing test or task these students are frustrated. Beside that, they are also not successful in writing good

sentences. Sentences for example, they are very narrow to tell the topic sentences or sometimes the topic sentence are too large and contained more than one idea (Roollof, 2006: 23).

In SMPN 8 Makassar students have problem in writing a text or esssay because there are factors such as the students consider that English is a subject that very difficult. The other factors is the teacher always uses the some method to each English subject. It is also make the students more bored to study English. The aim of this research is to solve this problem untill the students have a good score. While the KKM is 72 the research wants to achieve to score at 75 target in learning witing skill.

The advantage of using cooperative script method makes students to provides opportunities for higher order thinking as opposed to passive listening, increase the student interaction, then increase student retention and limits anxiety, students are not overloaded with information and builds self-esteem in students. The lack ability of the students were concluded based on five criterias of writing, they are content, organization, vocabulary, grammar, language use and mechanic. it means that the student need something diferent which can improving their motivation in English writing.

Teaching students to write well is a great importance in today's classroom. That is way that teacher has to employ a good technique or method to provide inspiration for the students that will motivate them to express themselves creatively through writing. The teacher should give

the students many activities to do in order to make the students creative. In this case teacher should employ good technique and have good preparation in teaching them. A delightful way to encourage the students to write expression to use "Cooperative Script Method" as an aid in teaching writing. Cooperative Script Method is learning method that develop collaborative efforts in achieving a common goal.

In the script of cooperative learning methods students will be paired with his friend and will act as speaker and listener. Speakers make conclusions from the material to be conveyed to the listener and the listener will listen, correcting, showing the main ideas. According A'la (2011 : 97) cooperative learning model script also called cooperative script is a method of learning in which students work in pairs and verbally summarize portions of the material learned in the classroom.

According to Enggen (cited in Trianto 2007: 42) Cooperative Script is the strategy of teaching learning procces to devide all of students in reach the same purpose. Therefore the researcher hope the cooperative script can increase the ability of students in writing at SMPN 8 Makassar. Therefore, the researcher would like to contribute to the students and teacher under the title "**Improving Grade-2b Students' Writing Ability At SMPN 8 Makassar by Way of Cooperative Script Method**".

B. Problem Statements

Based on the background, the writer formulates the research question as follows : How can Cooperative Script Method be used to improve grade-2b students' writing ability ?

C. Objective of the Research

The objectives of the research is to describe the way of Cooperative Script Method to improve grade-2b students' writing ability.

D. Significance of the Research

This research is expected to be useful information for many people in learning process, such as :

1. In this activity the students are expected to improve them writing.

2. This research is hoped to help teachers to get alternative ways in teaching process.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the literature review which deals with the definition of writing, writing as a skill, process of writing, reason for writng, some technique in teaching writing, the characteristic of good writing, components of writing, some concept of cooperative script method, conceptual framework and hypothesis.

A. Definition of Writing

Writing is one of the English language skill has an important role not only in a formal stimulation, but also in informal one sometimes people can not verbalize their opinions, ideas, or orally, but they can express them through writing. The other reasons why people needed to writing can help to sort out and organized, clarify what they think; develop their ideas to make other people understand easily.

Writing is communicating, planning, thinking, imagining, remembering, collection information, accessing information, or storing ideas in memory. Moore (2010: 1).

B. Writing as a Skill

Writing is one of the important skills to be mastered by the students. They use to communicate each other, as means of ideas and emotional expression. On the other hand, when they write their ideas and emotional creatively, there is communicating on paper in their best way. Writing is

always placed at the end after listening, speaking, and reading. Although it is always placed at the end part, it does not mean not important. In writing, all of the elements of language skills should be set forth in full in order to get good result. Henry (1986: 15) states that writing can be defined as a medium to give ideas.

William Smith (1989: 18) say in principle writing is a creative act, the act of writing is creative because it is requires interpreting or making sense of something: an experience, a text, an event.

Bryne (cited in Ismayanti 1990: 1) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students don't to write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways. Writing involves the encoding of the message of some kinds that translate throughout into language.

Another statement about writing skill comes from Widdowson (cited in Saleha 2008: 15) states that writing is a communicative activity and is carried out in accordance with certain general principles which underline the use of language in communication.

C. Process of Writing

The writing process as a private activity may be broadly seen as comprising gour mean stages, planing, revising, and editing. Those the indicated a stages in writing for writers. Krashen (cited in Amiluddin 2004: 20) find in his research that many good writers in writing draft with

approaches may be interrupted by more planning and revisions to reformulated the writing with a great deal of reclycling to earlier stages.

Process writing as a classroom activity involves the four basics writing stages and three other stages externally imposed on students by the teacher, responding (sharing), evaluating and post-writing. Process writing, in this case, as the highly structured and thus may lead the variation of teaching in responding activities. Teachers often plan appropriate classroom activities that support the learning of specific writing skill at every stage. Saow (1984).

D. Reason For Teaching Writing

Writing is one of the process to develop idea or our thingking about something. In classroom activity in study writing the students need to know how to write letters, how to put written reports together, and how to reply to advertisements. Language is a tool of communication when we speak and write. According to Hairston (cited in Saleha 2008: 5) there are three reasons why writing is important :

1. People can read something because of writing so that we know the way or information in the text.

2. Through writing, we can express our ideas and also our feeling to other people.

3. By expressing idea through writing, the writer can improve the way of delivery ideas and opinions in more appropriate way since she can check and revise her writing before being read by other people.

Writing is a tool for discovery to stimulate our thought process by the act writing into information and tab into information and image we have our unconscious mind. Writing can helps us to organize our ideas. We can arrange them in coherent form. Writing generates new ideas by helping us to make connection and see relationship. Writing down ideas allow us to dictate ourselves form them. Writing helps us to observe and process information when we write a topic, we learn it better. Writing enables us to solve the problems by putting the element of them into written form; we can examine and manipulate them. Writing on a subject makes us active rather than passive learns of information.

E. Some Techniques In Teaching Writing

Hillock (cited in Hardley 1993: 37) identifies four models of writing instruction in native language composition. They include :

1. The presentational mode teacher as centered discussions of writing principles and assignments involve and analysis of models of writing.

2. The natural process mode which encourages free writing, including the use of daily journals, emphasizes positive feedback from peers and the teacher.

3. The environmental mode emphasizing group work on particular process important to some aspect of composing (such as increasing the use of detail in a description). In this approach, the teacher not trough lectures or presentations, but through concrete examples and models teachers 'principles. Students work together on specific problems, provide one

another with peer evaluation, and use teacher provided checklist and structured questions. This approach is similar to what Applebee has called a "structured process mode".

4. The individual mode, where student instructed through tutorials or programmed materials and the instruction is geared specially to students' need.

Harmer (1992: 139) Says that it is often to provide opportunities for spoken communication in the classroom than it is for the written medium. Frequently writing is relegated to the status of homework. This is pity of since writing, especially communicative writing, can play a valuable part in the class. The written communicative activities can be relaying instructions, writing reports and advertisements, cooperative writing, exchanging letters and writing journals. Harmer (1992: 139 – 145).

The communicative of written work can be organized on much the same basis as the correction of oral work. In other words there may well be times when the teacher is concerned with accuracy and other times when the main concern is the content of the writing. Certainly the tendency is for teachers to be over-preoccupied with accuracy. This means that the students' is often covered with red ink and no comment is made about whether the work interesting or succeeded in this purpose. Harmer (1992: 146).

Correction of written work can be done by both teacher and students. If you are correction work always remember to reach to the content of the

work, showing the students where the work was effective and where it was not. Where teachers wish to correct the English in the written work, they may wish to use a variety of symbols. They can underline the mistake in the written work and put a mark in the margin to show what of mistake it was. Harmer (1992: 147).

F. The Characteristic of Good Writing

There are some characteristic of good writing as Adelstein and Vipal (cited in Damayanti 2009: 15) states as follows:

1. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

2. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.

3. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.

4. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

G. Components of writing

Jacob et al., (1981: 31) point out five significant in writing, they are content, organization, vocabulary, language usage, and mechanics:

1. Content

There are at least four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence, and continuity, should be adequately developed.

2. Organization

The purpose of organizing material in writing involves coherences, order of importance, general to specific, specific to general, chronological order and spatial order of pattern. When writing, the learner should arrange their writing chronologically. They should present their ideas based in order of which happened from the beginning to the end.

3. Vocabulary

Vocabulary is one of the language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary. Vocabulary as one of the important components of writing should take in to consideration by the English learner and English teacher, because there is no doubt that learning the words of the language.

4. Language

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be on that is capable of production grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use formal language.

5. Mechanic

There are at least two main parts of mechanic in writing namely punctuation and capitalization. Punctuation is as the way to clarify meaning. In English writing capital letters have two principles. First, they used distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjective, etc.

H. Cooperative Script Method

Cooperative script is a part of Cooperative Learning, the technique is the students' create the small group in pair and students should make a summary of the material and the teacher gave the students orally summarize the material and turns with a patner.

1. The Definition

Metode Cooperative Script came from words; methodos, cooperative and script that has it's own meaning; methode means from greek language 'methodos' which mean 'way' that had been through. Cooperatie came from word 'cooperate' which mean work together. Script mean hand

writing or manuscript. So, the meaning of cooperative script is the hand writing, or the strategy of learning where the students can learn in small group which has different ability.

Cooperative script is a learning model that can increase students' ability in memorizing. Slavin (1994: 175). The script cooperative learning model in its development process had been through many adaptations that gave to some understanding and slightly different form with the other. Some expert mentions some definition about cooperative learning model as follows:

a. The model of cooperative learning in the script according to Dansereau Slavin (1994) is a cooperative learning scenario. This means that each student has a role in the discussion process.

b. Learning Cooperative Script by Schank and Abelson cited in Hadi (2007: 18) is a student learning process that reveals students' interaction such as an illustration of students' social life with his neighborhood as an individual in the family, member of society, and the wider society.

c. Brousseau (2002) (cited in Hadi 2007: 18) States that the cooperative learning model is indirectly has a contract between teachers and student, students with students on how to collaborate.

Therefore the resecher will apply cooperative script method because base on Danserau (cited in Hadi 2007) defined that Cooperative Script

learning can improve students learning result and also students can learn more materials from their friend.

2. Steps of Cooperative Script Method

Riayanto (2009: 280), Steps to implement the learning cooperative script method as follows:

a. The teacher divides the students to pair up.

b. Teacher share the topic / materials for each student to read and create a summary.

c. Teachers and students decided who is the first speaker and who is the listener.

d. The speaker read the topic / materials and then the listener write down the main ideas in the summary.

e. The speaker read out the summary as complete as possible,by entering the main ideas in summary. While the audience listened to correct/show the main ideas that are less comprehensive and help to remember memorize the main ideas by connecting the previous material or with other material.

f. Exchanging the roles, initially as speaker exchanged into listeners and do as above.

g. The conclusions students and teacher.

h. Closure.

3. The Characteristics of Cooperative Script Method

As we know cooperative script is a method of learning where students work in pairs and take turns verbally explains the parts of the material in the study. According to Sthal and Ismail, says there are eight characteristics such as :

1. Learning with friends.

2. Face to face with friends.

3. Listening among members.

4. Learning own in a group of friends.

5. Learning in small group.

6. Productive speak or express opinion.

7. Students make decisions

8. Active students.

I. Conceptual Framework

The conceptual framework underline in this research in the following diagram:

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┌─────────────────────────────┐
│  Improving Writing Ability  │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Cooperative Script Method  │
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              │
              ▼
┌─────────────────────────────┐
│     Cycle 1 and Cycle 2     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────────────────┐
│  Improving Grade-2  Students' Writing    │
│  Ability at SMPN 8 Makassar By Way       │
│  Cooperative Script Method               │
└─────────────────────────────────────────┘
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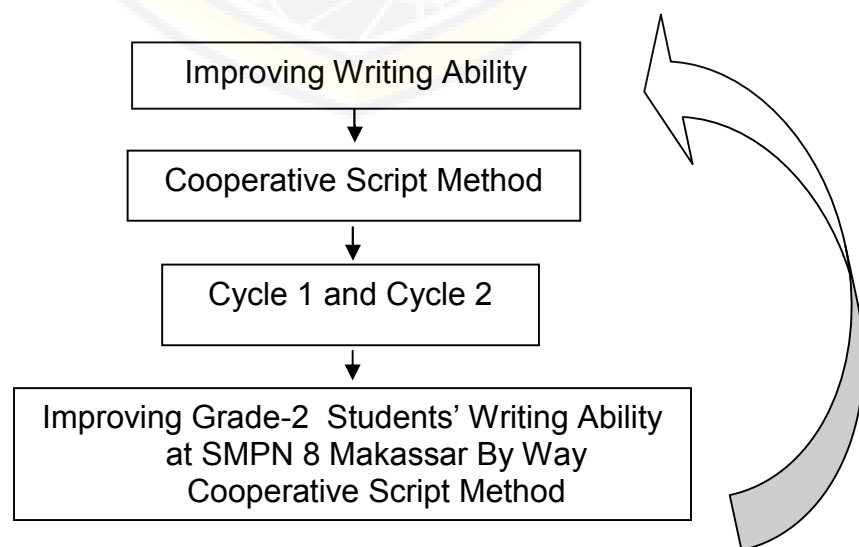
J. Hypothesis

Teaching writing by cooperative script method can improve grade-2b students' ability in writing at SMPN 8 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology of the research. As action research this part is concerned with research design, research setting, subject of the research, procedure of the research and data analysis.

A. Research Design

This research used Classroom Action Research (CAR) design. Classroom Action Research was form of assessment that was reflective of the actions perform by actors to improve the rational skills of their actions in carrying out the tasks to deepen understanding of the actional taken, as well as improving the conditions under which instructional practices are done.

Kemmis and MCTaggart (cited in Ika 2012: 30) the procedure of classroom action research into four steps. They are: planning, acting observing and reflecting.

The picture of procedure of the research is given to explain about planning, action, observing, and reflecting.

Kemmis and MC Taggart (1999: 22)
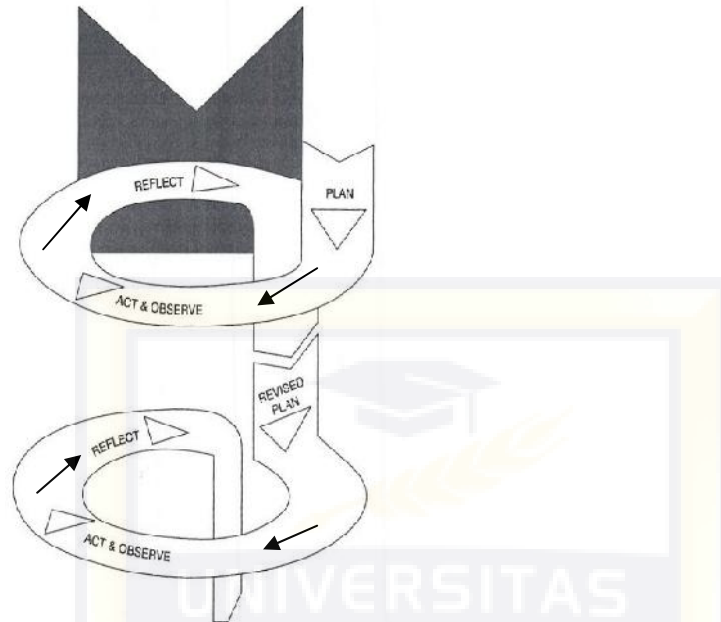
Note : The procedure of the picture above have been explained on page 19.

B. Research Setting

1. Location of the Research

This classroom research was conducted at SMPN 8 Makassar. This school was chose to identify and solve the problem writing ability of students in English subject.

2. Time

This research was conducted on November 2015. Determination of the time of research refers to the school academic calender, because the research of classroom action have some cycle that need an effective teaching and learning process in classroom.

3. Classroom Action Research Cycle

This research was conducted two cycle to see achievement of indicators that is expected to achieve by students in writing skill that use Cooperative Script Method.

C. Subject of The Reseach

There are 10 classes of the second year students at SMPN 8 Makassar and the researcher chose class of VIII B which consist of 11 males and 27 females as the subject of the research.

D. Procedure of the Research

1. Cycle I

Cycle I in this classroom action research consisted of planning, action, observation, and reflection, which described in detail as follows.

a. Planning

Before beginning the learning, firstly the researcher was analyzed syllabus to know basic competence after that the researcher was made a lesson plan for every met and prepared teaching aids. Finally the teacher made instrument in Classroom Action Research.

b. Action

The first, the researcher was introduce and explained to the students about the writing to used Cooperative Script Method. Second the researcher was divided students into several small group consist of 6 students. Third researcher was given a text and given instruction to

students to read a text after that the students read text and students given their ideas about the material into a paragraph and the researcher was given the chance for students to read the result their group discussion into paragraph as their ideas.

c. Observing

The reseacher made a note about the students' activity in every met in order to measure the improved of the students' ability. After that identify the problem that may appeared when teaching and learning process based on observation list that had been arranged. And then doing the evaluationn which used as the result of the study to known how far their improved. If need the students' are given chance for to given suggestion in action research.

d. Reflecting

When the result of data analysis was done. It was continue in the analysis until the reflection after doing action research. The reflection was discussed as well as a guidande lecturer while teacher and it was made research planning for the next cycle. The reseacher arranged the plan for the next cycle which repair from cycle I.

2. Cycle II

Based on the result of the first cycle, in second cycle, the researcher was prepared all necessity like in first cycle while observe the weakness in first cycle. In planning, the researcher was prepared the lesson plan like in

first cycle, but in action, observation, and reflection the researcher was created reparation action to improved the student scores in writing.

E. Technique of Data Analysis

1. Writing Test

There are some caregory in giving students writing score achievement.

a. Content

Classification	Score	Criteria
Very good	4	The topic is complete, clear and the details are relating to the topic.
Good	3	The topic is complete, clear but the details are not relating to the topic.
Fair	2	The topic is complete, but not clear and the details are not relating to the topic.
Poor	1	The topic is not clear and the details are not relating to the topic

b. Organization

Classification	Score	Criteria
Very good	4	Identification is complete and descriptions are arranged with proper connectives.
Good	3	Identification is complete and descriptions are arranged with almost proper connectives.
Fair	2	Identification is not complete and descriptions are arranged with few misuses of connectives.
Poor	1	Identification is not complete and descriptions are arranged with misuse of connectives.

c. Vocabulary

Classification	Score	Criteria
Very good	4	Effective choice of words and word forms.
Good	3	Few misuse of vocabularies, word form but not change the meaning.
Fair	2	Limited range confusing words and word form obscured
Poor	1	Very poor knowledge of words, word forms and not understandable.

d. Grammar/Language

Classification	Score	Criteria
Very good	4	Few grammatical or agreement in accuracies.
Good	3	Few grammatical or agreement in accuracies but no affect in meaning.
Fair	2	Numerous grammatical or agreement in accuracies.
Poor	1	Frequent grammatical or agreement in accuracies.

e. Mechanics

Classification	Score	Criteria
Very good	4	It uses correct spelling, punctuation and capitalization.
Good	3	It uses correct spelling, punctuation and capitalization.
Fair	2	It has frequent errors of spelling, punctuation and capitalization.

Poor	1	It is dominated by errors of spelling, punctuation and capitalization.

<div align="right">Source : Brown (2004: 24</div>

f. Calculating the mean score using formula :

$$Score = \frac{X}{N} \times 100$$

Where :

X : Score of the students

N : Score maximum

100 : Standard score

g. The students score was been classified into five levels as follows:

No	Classification	Score
1.	Very Good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 -55
5.	Very Poor	≤ 40

<div align="right">(Depdiknnas, 2006: 38)</div>

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of two parts, namely research finding and discussion. Each part was described as follows :

A. Findings

This section show the findings of the research. The findings are taken from the implementation of the research and the result of the research in cycle I and cycle II.

1. Cycle I

a. Planning

There were some activities in this phase. The first the writer designed the lesson plan based on the students' problem and selected the appropriated material. In this cycle the writing selected the story about " The Ugly Duckling".

b. Action

In the first meeting, the writer introduced herself and the writer asked the students' condition and their mentality to receive the material given by the writer and checked the students' present. And then the writer conveyed the indicator of the learning process and gave students motivation to learn about English subject. The second activity was the writer explained about her purpose to do the research to students then the writer explicated to the students about cooperative script method. By purpose to improve writing ability, in cycle 1 the writer devided the

students into some groups. After that the writer shared the text to the students, the writer asked one of students to read that text and then the others students made text to the summary about what their friend read.

c. Observation

In this phase, the writer observed the teaching learning process by monitoring students' activity in this cycle. The writer saw that the most of the meeting did not run well and students still looked at confused and difficulty to arrange the sentence in to a good writing. And then the writer was difficult to direct and explained the material. Therefore, the Improvement quality of content, organizaton, grammar, vocabulary, and mechanis students' writing into score classification below:

Table 4.1. The students' score of content, organizaton, grammar, vocabulary and mechanis.

No	Initial	Score					Total	Students' score
		cont	Organ	vocab	gram	Mech		
(1)	(2)	(3)					(4)	(5)
1	RS	3	3	3	3	3	15	75
2	CAR	2	2	3	2	2	11	55
3	ANFM	2	3	3	3	3	14	70
4	KDP	2	2	2	2	2	10	50
5	DA	2	2	3	2	2	11	55
6	DR	2	3	3	2	2	12	60
7	MAP	3	3	3	3	2	14	70
8	NAR	2	3	3	2	2	12	60
9	AAH	3	2	3	2	2	12	60

To be continued

No	Initial	Score					Total	Students' Score
		Cont	Organ	Vocab	Gram	Mech		
(1)	(2)	(3)					(4)	(5)
10	AGRU	2	2	3	3	3	13	65
11	TAS	2	2	3	2	2	11	55
12	USA	2	2	3	2	2	11	55
13	APA	3	3	3	3	3	15	75
14	ARR	3	3	3	3	3	15	75
15	NS	3	3	3	3	3	15	75
16	AP	2	2	3	2	2	11	55
17	ML	2	2	3	2	2	11	55
18	FRU	2	2	2	2	2	10	50
19	ALB	3	2	2	2	2	11	55
20	RR	2	2	2	2	2	10	50
	Total	47	48	56	47	46	255	1235
	Mean	2,35	2,4	2,8	2,35	2,3	12,75	61,7

Table 1 indicates students' content, organization, vocabulary, grammar and mechanis who achieve the successful criteria is not enough a half in reaching the minimum score after accumulated in the table above.

Table 4.2. The Percentage of Cycle I

Classification	Score	Frequency	Percentage
Successful	75-100	4	20
Unsuccessful	0-74	16	80
Total		20	100 %

Table 3 above indicates that not a half of the students are successful but the majority of students are unsuccessful to get the minimum score. It means that the writer needs to conduct the cycle II to see the improvement students' writing ability according to minimum score. The mean score of the cycle I as follows:

$$x = \sum \frac{n}{y}$$

$$\bar{X} = \frac{1235}{20}$$

$$\bar{X} = 61,7$$

The result of implementation of cycle I shown that the student's wrting ability was unsuccessful or poor. The standard of success criterion of the students' writing ability in is 75 (KKM of SMPN 8 Makassar) reveals that mean score of the students is only 61,7 It means that they study has not been successful yet.

d. Reflection

Based on the data presented in the table 3 above, it can be stated that the implementation of cooperative script method to improve the students' writing ability was not successfully yet. There were some mistake that happen in this first cycle that writer did such us the writer found lack of facilities in the class and there writer could manage class very well beside that one group was chaos and made other students lose consentration. Therefore students needed to be motivated and supported by the teacher.

2. Cycle II

a. Planning

   1. The writer made lesson plan with considering the result of the cycle I.

   2. The writer prepared the test instrument. In this cycle the writer tried to increase some various instructions, motivation and support. At least the acting in the first cycle and the second cycle were same, but the writer must give various techniques to encourage process of this research.

   3. The writer still used teaching facilities.

b. Action

   Based on the results of cycle I, the writer still used the same material abot "the ugly duckling" and the writer needed to motivate students to improve their writing ability in the cycle II and the explained again about the materi also that students were easier to understand the material itself. Beside that the writer changed the group in order no more students get chaos like what happen in cycle I, the writer also did not forget to support and motivate students.

c. Observation

   Based on observations in the cycle II the students showed thier improvement through cooperative script method. Especially by using better facilities teaching. The data can be visible show that the improvement was really significant because the writer have reflected from the first cycle that why the improvement can happen. Therefore, the

Improvement quality of content, organization, vocabulary, grammar, and mechanis students' writing into score classification below:

Table 4.3. The students' score of content, organizaton, grammar, vocabulary, and mechanis.

No	Initial	Score					Total	Students' score
		cont	Organ	vocab	gram	Mech		
(1)	(2)	(3)					(4)	(5)
1	RS	3	3	4	3	3	16	80
2	CAR	2	3	3	3	3	14	70
3	ANFM	3	3	3	3	3	15	75
4	KDP	3	3	4	3	3	15	75
5	DA	2	3	3	3	3	14	70
6	DR	3	3	3	3	3	15	75
7	MAP	2	3	4	3	3	17	85
8	NAR	3	2	3	3	3	14	70
9	AAH	3	3	3	3	3	15	75
10	AGRU	3	3	3	3	3	15	75
11	TAS	3	2	4	3	3	17	85
12	USA	4	2	3	2	2	16	80
13	APA	3	3	4	3	3	16	80
14	ARR	4	3	3	3	3	16	80
15	NS	3	3	4	3	3	17	85
16	AP	3	3	4	3	3	17	85
17	ML	4	3	3	2	3	16	80
18	FRU	3	3	3	3	3	15	75
19	ALB	3	3	4	2	3	16	80
20	RR	3	3	3	3	3	15	75

Total	64	58	68	58	60	111	1555
Mean	3,2	2,9	3,4	2,9	3	5,55	77,5

Table 3 indicates students' content, organization, vocabulary, grammar, and mechanis who achieve the successful criteria have passed minimum score after accumulated in the above.

Table 4.4. The Percentage of Cycle II

Classification	Score	Frequency	Percentage
Successful	75-100	17	85
Unsuccessful	0-74	3	15
Total		20	100 %

Table 6 above indicates that more than a half of the students are successful to get the minimum score. It means that in this cycle II the students have been successful to improve their writing ability through cooperative script method.

The mean score of the cycle II as follows :

$$\bar{X} = \sum \frac{x}{n}$$
$$\bar{X} = \frac{1555}{20}$$
$$\bar{X} = 77,5$$

The result of the implementation of cycle II show that the students' writing ability successful and it achieved the minimum score. The result reveals that the mean score of the students is 77,5. It means that the study had been successful.

d. Reflection

The whole of the implementation of cycle II show that students' writing ability has improved. Where the result in cycle one is 61,7 improved to be 77,5 in cycle II. It means that the teaching by cooperative script method can improve the students' writing ability at SMPN 8 Makassar.

The comparison between the result in cycle I and cycle II can be seen in appendix. Based on the observations on the implementation of the research in learning English especially in students' writing ability through Cooperative Script Method have improved. The improvements of the English subject, especially in writing ability consisted of 2 cycles based on processing the data obtained.

Table 4.5. The average of students' improvement in Cycle I and Cycle II.

NO	Cycle	Average
1	Cycle I	$\bar{X} = \dfrac{1235}{20} = 61,7$
2	Cycle II	$\bar{X} = \dfrac{1555}{20} = 77,5$

Based on the table 7 above, the significance of score between cycle I and cycle II are different. The result of cycle I was 61,7 and cycle was

higher 77,5. It means that there was significant difference between cycle I and cycle II.

B. Discussion

The discussion part reveals the data analysis interpretation related to the students' writing ability and Cooperative Script Method. This part deals with the interpretation of the findings.

In the cycle I the students were not successfuly writing ability because there were many mistakes and trouble happened. The students need a long time to understand the plot of story. They were loosed of concentration and lack of class management from the writer. Therefore in the cycle only 2 students were successful to get minimum score.

Different situation in the cycle II, the writer solved the problem in circle I by explained the plot commonly and control the class to be more conducive.

The writer needed to conduct 2 cycles in this classroom action research because the implementation of Cooperative Script Method had not improved students' ability in cycle I that's why the writer improved in the cycle II so that students writing ability can improve by using this method.

Cooperative Script Method can improve student writing' ability because Cooperative script is a learning model that can increase students' ability in memorizing.

The data of this research has show that there was a significant difference of students' writing ability between cycle I and cycle II. The

discussion consist of result writing ability and the writer has show that implementation of cooperative script is a learning model that can increase students' writing ability in memorizing and motivate the students to learn more enjoy, effective and interesting it means that cooperative script is a learning model that can improve students' writing ability at SMPN 8 Makassar.

CHAPTER V

CONCLUSION AND SUGESSTION

This chapter consist of two sections, the first section deals with the conclusion of the findings in the research, and other deals with the sugesstions.

A. Conclusion

Based on the findings and discussions in the previous chapters, the writer concluded that Cooperative Script Method can improve the students' writing ability of the second year students of SMPN 8 Makassar. It is indicated by the result of students' score in cycle I is 61,7 (less than minimum score of SMPN 8 Makassar) but in cycle II score of students' writing ability is more than 75 of minimum score with the achievement 77,5.

B. Sugesstion

Based on the findings and the discussions the writer gave some sugesstions as follows:

1. The teachers need to repair Cooperative Script Method in teaching by explaining the plot of the story commonly so that student can be easier to understand.

2. Cooperative script as an alternative method of learning process is a good way to be applied to improve students' writing ability students' in the classroom.

3. The teacher should gave an opportunities for students' to express their ideas in which students are able to practice their writing ability and teachers observe and provide support for students who still have lack of vocabulary.

4. Teacher should create the comfortable atmosphere in teaching and learning process so that among of students not getting conflict.
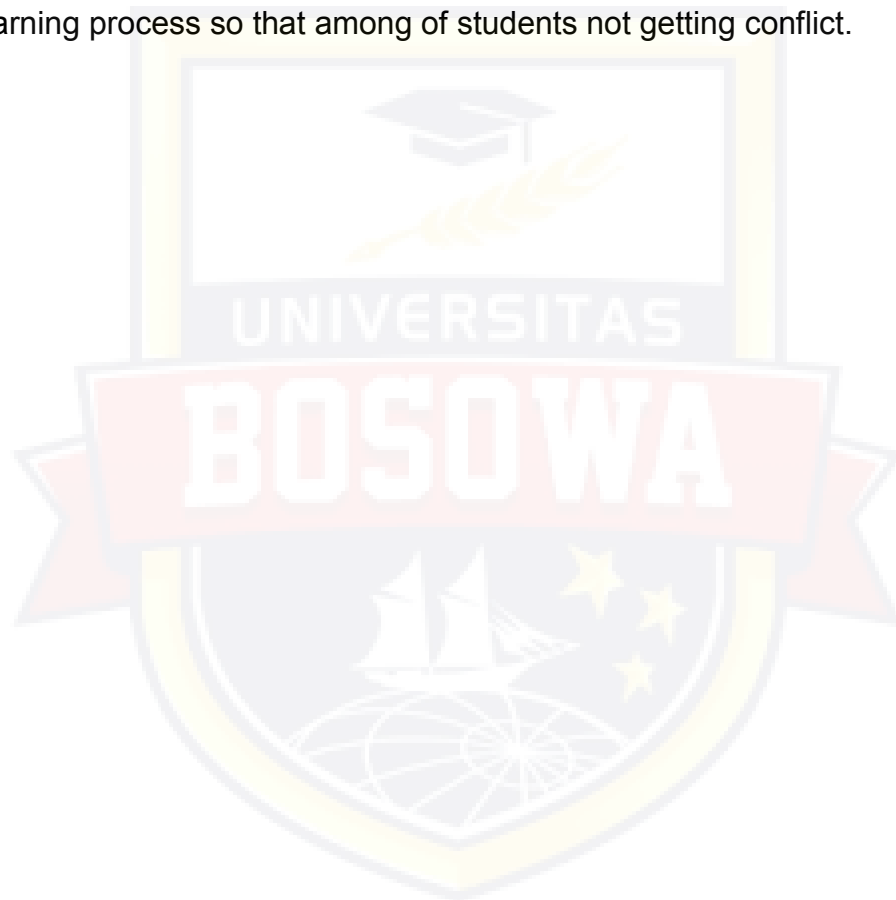
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APPENDICES

Appendix 1: Lesson Plan (cycle 1)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMPN 8 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII B/1

Aspek/Skill   : Writing

Alokasi Waktu   : 1 pertemuan (2 JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional *dengan* guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain

3.	3.9 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4.	4.14 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar. 4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

C. Tujuan Pembelajaran

Setelah diberikan recount text siswa mampu:

1. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat.
2. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat.

3. Mengidentifikasi unsur kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.

4. Menyusun recount teks tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

5. Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar dengan lancar.

D. Materi Pembelajaran

Fungsi Sosial : Menceritakan kembali kejadian atau pengalaman di masa lalu.

Struktur Teks :

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio

2. Menggunakan Simple Past Tense: we went to school yesterday.

3. Menggunakan chronological connection: then, first, second.

4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Metode Pembelajaran

Cooperative Script Method.

F. Sumber Pembelajaran

- Buku pegangan siswa

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

Pendahuluan 10'	
Salam tegur sapa	
Guru	**Siswa**
1. Guru memberi salam (*greeting*). 2. Guru memeriksa kehadiran siswa. 3. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 4. Guru menyampaikan tujuan pembelajaran. 5. Guru menyampaikan cakupan materi dan uraian kegiatan.	1. Siswa menjawab salam. 2. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 3. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 4. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran. 5. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	**Siswa**
1. Guru membagi siswa dalam beberapa kelompok 2. Guru membagikan topik/ materi kepada siswa untuk dibaca dan dibuat dalam bentu ringkasan. 3. Guru menunjuk salah satu siswa dari setiap kelompok untuk	1. Siswa mengikuti instruksi guru. 2. Siswa membaca dan mengidentifikasi topik/materi yang diberikan oleh guru dan membuatnya ke dalam bentuk ringkasan. 3. Siswa mendengarkan

menjadi ketua/pembicara. 4. Guru menjelaskan langkah-langkah dalam membuat ringkasan.	penjelasan dan intruksi dari guru. 4. Siswa memperhatikan dan mendengarkan penyampaian guru.
Questioning	
Guru	**Siswa**
1. Guru menyediakan beberapa contoh recount teks yang berdeda untuk ditebak oleh siswa. 2. Guru mengundang siswa untuk bertanya tentang perbedaan gambar recount text yang disediakan.	1. Siswa mengamati berbagai contoh recount text yang diberikan. 2. Siswa mempertanyakan perbedaan gambar tentang recount text yang disediakan.
Exploring	
Guru	**Siswa**
1. Guru memberikan recount text yang berbeda. 2. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.	1. Siswa menerima text recount yang yang diberikan oleh guru. 2. Siswa mencoba menemukan kalimat menggunakan simple past tense yang terdapat pada bacaan.
Associating	
Guru	**Siswa**
1. Guru memberikan tugas kepada setiap kelompok untuk membuat kalimat dengan menggunakan simple past tense.	1. Siswa membuat kalimat dengan menggunakan simple past tense bersama teman kelompoknya.
Communicating	

Guru	Siswa
1. Guru mempersiapkan topik untuk dipilih oleh siswa. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih 2. Guru mengoreksi recount text yang dihasilkan siswa.	1. Siswa memilih tema yang diberikan oleh guru. Siswa menyusun recount text dengan tema yang telah dipilih. 2. Siswa mengumpulkan hasil recount textnya kepada guru.
Penutup 10'	
Refleksi	
Guru	**Siswa**
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Guru mengucapkan salam perpisahan.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari. 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Siswa menjawab salam perpisahan.

Mengetahui   Makassar,November 2015

Guru Mata Pelajaran   Peniliti

   NIP. ...   NIM

Kepala sekolah
SMPN 8 Makassar

NIP . . ..

Appendix 2: Research Instrument (cycle 1)

INSTRUMEN PENELITIAN

Improving Grade-2b Students' Writing Ability At SMPN 8 Makassar By
Way Cooperative Script Method

➢ Identitas Siswa :

Nama	
Nis	
Kelas	

➢ Keterangan :

1. Penelitian ini bertujuan untuk mengetahui hasil dari keefektifan penggunaan metode " kooperatif script " terhadap kemampuan menulis siswa kelas VIII-b SMPN 8 Makassar.

2. Data hasil ini akan digunakan sebagai bahan untuk menyusn skripsi pada Program Sastra 1 (S1) Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

3. Peneliti mengharapkan agar siswa dapat bekerja sama dalam proses penelitian.

4. Atas partisipasi dan bantuan para siswa diucapkan terimakasi.

The Ugly Duckling

Once upon a time down on an old farm, lived a duck family dan mother duck had been sitting on a clutch of new eggs. One nice morning, the eggs hatched and six beautiful yellow ducklings popped out. But one egg was bigger than the rest and it didn't hatch. Mother Duck was surprised. How did it get there? 'TOCK! TOCK!' the duckling in that egg was packing inside his shell.

'Did I cound the eggs wrongly?' Mother Duck wondered. But before she had time to think about it, the last egg finally hatched. A strange looking duckling with grey feathers worried Mother Duck. The ducklings grew quickly, but Mother Duck had a secret worry.

'I can't understand how this ugly duckling can be one of mine!' she said to herself, shaking her head. Well, the grey duckling certainly wasn't pretty. He ate far more than his brothers, so that he was outgrowing the other ducklings. As the days went by, the poor ugly duckling became more and more unhappy. His brothers didn't want to play with him, he was so clumsy and all the farmyard animals simply laughed at him. He felt sad and lonely, while Mother Duck did her best to cheer up him.

Then one day at sunrise, he ran away from the farmyard. He stopped at a pon and began to question all the other birds. 'Do you know of any ducklings with grey feathers like mine?' But everyone shook their head in scorn.

'We don't know anyone as ugly as you,'they said.'

The ugly duckling did not lose haert, however, and kept on asking everyone he met. Then one day, his travels took him near an old countrywoman's cottage. Thinking he was a stray goose, she caught him.

'I'll put this in a hutch. I hope it's a female and lays plenty of eggs!' said the old woman, whose eyesight was poor. But the ugly duckling laid not a single egg. The hen kept frightening him. She said that the woman would cook him if he couldn't lay egg. The duckling was very frightened.

Then one night, finding the hutch door ajar, he escaped. Once again he was all alone. He fled as far away as he could and at dawn, he found himself in a

thick bed of reeds. One day at sunrise, he saw some beautiful birds flew above him. They were white, with long slender necks, yellow beaks and large wings. They were flying south to find food and news nests.

'If only I could look like them, just for a day!' said the duckling, admiringly. Winter came and the water in the reed bed froze. The poor duckling left home to seek food in the snow. He was exhaustred and dropped to the ground. Luckily, a farmer found him and put him in his big jacket pocket. The farmer and his children look after him well.

However, by springtime, he had grown so big that the framer decided, 'I'll set him free by the pond!'. That was when the duckling saw himself mirrored in the water.

'Goodness! How I've changed! I hardly recognize myself!'. He was surprised because he became a beautiful duckling.

The flight of swans flew north again and glided on to the pond. When the duckling saw them, he realized he ws one of their kind and soon made friends.

'We're swans like you!' they said, warmly. 'Where have you been hiding?'.

'It's a long story, 'the young swan replied, still astounded. Now he swan majestically with his fellow swans. One day, he heard childrenon the river bank exclaim: 'Look at that young swan! He's the finest of them all!'

Source: *http//ivyjoy.com*

Passport English SMP 3 "A Fun and Easy English Book"

(Djatmika, Agus Dwi Priyanto dan Ida Kusuma Dewi,2006 : 159-160)

Appendix 3: Students answer text (cycle 1)

The handwritten text reads:

13

Sj

Nama: Abigael Patricia Abast   C = 3
Nourut: 02   O = 3   75
Kelas: VIII BL²   V = 3
                                6 = 3
                  The Ugly duckling   M = 3

Once Upon a time down on an Farm, lived a duck family and mother duck had been sitting on a Cluctch of new eggs. One nice morning the **six** eggs and mother duck was surprised. But before she had time to think about It, the last egg finally hatched. A strage looking duckling with grey feathers warned mother duck.

Well the grey duckling certainly wasn't pretty. He ate far more than his brothers, so that he was outgrowing the other ducklings. He falt sad and lonely, while mother Duck did her best to cheer up him.

Then one day at sunrise, he ran away from the farm yard. Then one day, his travels took him near an old countrywoman's cottage. But the ugly duckling laid not a single egg. The duckling was very frightened one again he was all alone. one day at sunrise, he saw some beautiful birds flew above him. The poor duckling left home to seek food in the show. luckily, a farmer Found him and put him in his big jacket pocket

Nama : A. Ghoniyyah Rizqi Umamah A.
No. urut : 01
kelas : 8 BL2

The Ugly Duckling

Once upon a time on an old farm, lived a duck family. One nice morning, the eggs hatched and six beautifull yellow ducklings pepped out. But one egg didn't hatch. Mother duck was surpresad. But the last egg finally hatched. The ducling grew quickly, but mother duct had a secret worry.

So that he was outgrowing the other ducklings. His brothers didn't want to play with him. The duckling go out his his family. On the way, he ask all animal he met.

One day at sunrise, he saw some beauty, tuife nd food and news nets. The poor ducling left home to seek food in the snow. He was dropped to the ground. Luckily a farmer found him and put him in his big jacket pocket.

T : 2.
O : 2
V : 3
G : 3
M : 2

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMPN 8 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII B/1

Aspek/Skill   : Writing

Alokasi Waktu   : 1 pertemuan (2 JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional *dengan* guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain

3.	3.9 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4.	4.14 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar. 4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

C. Tujuan Pembelajaran

Setelah diberikan recount text siswa mampu:

1. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat.
2. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat.

3. Mengidentifikasi unsur kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.

4. Menyusun recount teks tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

5. Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar dengan lancar.

D. Materi Pembelajaran

Fungsi Sosial : Menceritakan kembali kejadian atau pengalaman di masa lalu.

Struktur Teks :

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum.
2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut.
3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio.
2. Menggunakan Simple Past Tense: we went to school yesterday.
3. Menggunakan chronological connection: then, first, second.
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Metode Pembelajaran

Cooperative Script Method.

F. Sumber Pembelajaran

- Buku pegangan siswa

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

Pendahuluan 10'	
Salam tegur sapa	
Guru	**Siswa**
1. Guru memberi salam (*greeting*).	1. Siswa menjawab salam.
2. Guru memeriksa kehadiran siswa.	2. Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	3. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.
4. Guru menyampaikan tujuan pembelajaran.	4. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran.
5. Guru menyampaikan cakupan materi dan uraian kegiatan.	5. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	**Siswa**
1. Guru membagi siswa dalam beberapa kelompok.	1. Siswa mengikuti instruksi guru.
2. Guru membagikan topik/ materi kepada siswa untuk dibaca dan dibuat dalam bentu ringkasan.	2. Siswa membaca dan mengidentifikasi topik/materi yang diberikan oleh guru dan membuatnya ke dalam bentuk ringkasan.
3. Guru menunjuk salah satu siswa dari setiap kelompok untuk menjadi ketua/pembicara.	3. Siswa mendengarkan penjelasan dan intruksi dari guru.
4. Guru menjelaskan langkah-	

langkah dalam membuat ringkasan.	4. Siswa memperhatikan dan mendengarkan penyampaian guru.
Questioning	
Guru	**Siswa**
1. Guru menyediakan beberapa contoh recount teks yang berdeda untuk ditebak oleh siswa. 2. Guru mengundang siswa untuk bertanya tentang perbedaan gambar recount text yang disediakan.	1. Siswa mengamati berbagai contoh recount text yang diberikan. 2. Siswa mempertanyakan perbedaan gambar tentang recount text yang disediakan.
Exploring	
Guru	**Siswa**
1. Guru memberikan recount text yang berbeda. 2. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.	1. Siswa menerima text recount yang yang diberikan oleh guru. 2. Siswa mencoba menemukan kalimat menggunakan simple past tense yang terdapat pada bacaan.
Associating	
Guru	**Siswa**
1. Guru memberikan tugas kepada setiap kelompok untuk membuat kalimat dengan menggunakan simple past tense.	1. Siswa membuat kalimat dengan menggunakan simple past tense bersama teman kelompoknya.
Communicating	
Guru	**Siswa**
1. Guru mempersiapkan topik untuk dipilih oleh siswa. Guru menyuruh	1. Siswa memilih tema yang diberikan oleh guru. Siswa

siswa untuk menyusun recount text berdasarkan tema yang dipilih	menyusun recount text dengan tema yang telah dipilih.
2. Guru mengoreksi recount text yang dihasilkan siswa.	2. Siswa mengumpulkan hasil recount textnya kepada guru.
Penutup 10'	
Refleksi	
Guru	**Siswa**
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.	3. Siswa menjawab salam perpisahan.

Mengetahui   Makassar,November 2015

Guru Mata Pelajaran   Peniliti

   NIP. ...   NIM. ...

Kepala sekolah
SMPN 8 Makassar

NIP . . ..

Appendix 5: Reseach Instrument (cycle 2)

INSTRUMEN PENELITIAN

Improving Grade-2b Students' Writing Ability At SMPN 8 Makassar By
Way Cooperative Script Method

➢ Identitas Siswa :

Nama	
Nis	
Kelas	

➢ Keterangan :

5. Penelitian ini bertujuan untuk mengetahui hasil dari keefektifan penggunaan metode " kooperatif script " terhadap kemampuan menulis siswa kelas VIII-b SMPN 8 Makassar.

6. Data hasil ini akan digunakan sebagai bahan untuk menyusn skripsi pada Program Sastra 1 (S1) Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

7. Peneliti mengharapkan agar siswa dapat bekerja sama dalam proses penelitian.

8. Atas partisipasi dan bantuan para siswa diucapkan terimakasi.

The Ugly Duckling

Once upon a time down on an old farm, lived a duck family dan mother duck had been sitting on a clutch of new eggs. One nice morning, the eggs hatched and six beautiful yellow ducklings popped out. But one egg was bigger than the rest and it didn't hatch. Mother Duck was surprised. How did it get there? 'TOCK! TOCK!' the duckling in that egg was packing inside his shell.

'Did I cound the eggs wrongly?' Mother Duck wondered. But before she had time to think about it, the last egg finally hatched. A strange looking duckling with grey feathers worried Mother Duck. The ducklings grew quickly, but Mother Duck had a secret worry.

'I can't understand how this ugly duckling can be one of mine!' she said to herself, shaking her head. Well, the grey duckling certainly wasn't pretty. He ate far more than his brothers, so that he was outgrowing the other ducklings. As the days went by, the poor ugly duckling became more and more unhappy. His brothers didn't want to play with him, he was so clumsy and all the farmyard animals simply laughed at him. He felt sad and lonely, while Mother Duck did her best to cheer up him.

Then one day at sunrise, he ran away from the farmyard. He stopped at a pon and began to question all the other birds. 'Do you know of any ducklings with grey feathers like mine?' But everyone shook their head in scorn.

'We don't know anyone as ugly as you,'they said.'

The ugly duckling did not lose haert, however, and kept on asking everyone he met. Then one day, his travels took him near an old countrywoman's cottage. Thinking he was a stray goose, she caught him.

'I'll put this in a hutch. I hope it's a female and lays plenty of eggs!' said the old woman, whose eyesight was poor. But the ugly duckling laid not a single egg. The hen kept frightening him. She said that the woman would cook him if he couldn't lay egg. The duckling was very frightened.

Then one night, finding the hutch door ajar, he escaped. Once again he was all alone. He fled as far away as he could and at dawn, he found himself in a

thick bed of reeds. One day at sunrise, he saw some beautiful birds flew above him. They were white, with long slender necks, yellow beaks and large wings. They were flying south to find food and news nests.

'If only I could look like them, just for a day!' said the duckling, admiringly. Winter came and the water in the reed bed froze. The poor duckling left home to seek food in the snow. He was exhaustred and dropped to the ground. Luckily, a farmer found him and put him in his big jacket pocket. The farmer and his children look after him well.

However, by springtime, he had grown so big that the framer decided, 'I'll set him free by the pond!'. That was when the duckling saw himself mirrored in the water.

'Goodness! How I've changed! I hardly recognize myself!'. He was surprised because he became a beautiful duckling.

The flight of swans flew north again and glided on to the pond. When the duckling saw them, he realized he ws one of their kind and soon made friends.

'We're swans like you!' they said, warmly. 'Where have you been hiding?'.

'It's a long story, 'the young swan replied, still astounded. Now he swan majestically with his fellow swans. One day, he heard childrenon the river bank exclaim: 'Look at that young swan! He's the finest of them all!'

Source: *http//ivyjoy.com*

Passport English SMP 3 "A Fun and Easy English Book"

(Djatmika, Agus Dwi Priyanto dan Ida Kusuma Dewi,2006 : 159-160)

Appendix 6: Studens answer text (cycle 2)

9 November 2015

S2

Nama: Abigael patricia Hbast
Kelas: VIII BL²
No.urut: 02

C : 3
O : 3
V : 4
G : 3
M : 3

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The ugly Duckling

In one day in the plantation a long time ago there lived a family duck. One day morning there are six of your ducks in a pretty hatch from eggs. But there is one eggs in a hatch is not perfect, and mother duck was to keep the Ugliness of his son.

Because feel in had. Finally the duck with disabilities was off trying to find the food away from brother's duck have the will to live independetly, he built the house of medium - mediu. one day, his home in rainfall almost he felt cold. and there was a farmer who saw it, and later, ugly duckling was treatid and raised by the farmer.

Time flies, finally duckling It has grown so big, he doesn't worse, because he was treated farmer a good heart.

Then, he's thankful to god and realize that his brother and his mother was not assuming that It is duck.

~selesai~

GONIY

S_2

M

Date

⑩ Nama : A. Ghaniyyah Rizqi Umaimah   C = 3

No. urut : 01   O = 3   75

Kelas B BILINGUAL 2   V = 3

ORG = 3

THE UNGLY DUCKLING

Once upon a time, in an old farm, lived a family of duck. Mother duck incubating new eggs. A beautiful morning, eggs hatch and six yellow ducklings popout. But there is one egg that did not hatch. the mother duck suprised

She think about it, the last egg finally hatched. The duckling grew popped out. But mother duck have a secret about it.

The grey duckling certainly is not pretty the eat for more than his brothers. As the days, the poor ugly duckling become more and more unhappy. His brother, don't want to play with him and all the farmyard animals simply laugh at him.

At one day, he run away from the farmyard. He question all animals he meet. Then one day, he meet old country woman. She say that the woman would cook him if he couldn't lay egg. The duckling is very frighten. One again he is alone. He fled as far away, he could and at down, he found himself

Appendix 7 : The result of cycle I and II

NO	STUDENTS' INITIAL	SCORE		GRADE	
		Circle I	Circle II	Circle I	Circle II
(1)	(2)	(3)	(4)	(5)	(6)
1	RS	75	80	Succesful	Succesful
2	CAR	55	70	Unseccesful	Unseccesful
3	ANFM	70	75	Unseccesful	Succesful
4	KDP	50	75	Unseccesful	Succesful
5	DA	55	70	Unseccesful	Unseccesful
6	DR	60	75	Unseccesful	Succesful
7	MAP	70	85	Unseccesful	Succesful
8	NAR	60	70	Unseccesful	Unseccesful
9	AAH	60	75	Unseccesful	Succesful
10	AGRU	65	75	Unseccesful	Succesful
11	TAS	55	85	Unseccesful	Succesful
12	USA	55	80	Unseccesful	Succesful
13	APA	75	80	Succesful	Succesful
14	ARR	75	80	Succesful	Succesful
15	NS	75	85	Succesful	Succesful
16	AP	55	85	Unseccesful	Succesful
17	ML	55	80	Unseccesful	Succesful
18	FRU	50	75	Unseccesful	Succesful
19	ALB	55	80	Unseccesful	Succesful
20	RR	50	75	Unseccesful	Succesful
	TOTAL	1235	1555		

Apendix 8 : Documentation

Picture 1. The reseacher was explaining the material

Picture 2. The students' doing the task

Picture 3. The researcher helped the students in doing the task

Picture 4. The students' were doing the task

BIOGRAPHY

The writer name is Joelitha Donna Lelytha. She was born on July 13th, 1994 in Makassar. She is the frist child from couple of Yosef Feriance and Yuvita Yuven Leven. She has one sister and one brother. She graduated from Elementry School at SD Inp. Pampang 2, 2005. She continued her study at SMP Kemalah Bhayangkari Makassar and graduated in 2008. Then, she continued her study at SMK Mastar Makassar and graduated in 2011. In 2011, she continued her study in Bosowa University Makassar and graduated at 2016.