

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a tool of communication. All of people use their language to communicate each other in the world. Students cannot understand the information of the speaker without using language. Language has function as make of relation each other. There are many languages use in the world. There are German, Japan, Mandarin, and English. One of them is English.

English is one of international language that almost all the countries used nowadays. English is the easiest way to communicate with the people from other countries in many aspects in human life such as social, technology, social, and politic. English has been taught as foreign language in many schools in this world, such as in Japan, Italy, Spain, Korea, and Indonesia.

Teaching English in Indonesia starts from playgroup, primary schools, junior high school, senior high school up to university level. The English Curriculum in Primary School until Senior High School are using Curriculum 2013 for changing *Kurikulum Satuan Pendidikan (KTSP)*. There are four skills in teaching English, they are listening, speaking, writing, and reading.

Teaching writing is focused on the writing process rather than on the grammar, vocabulary, punctuation, and so on. It means that the students should be able to write correctly and continuously, and it has the beginning and ending that is clearly, on the other word, the sentences should be related one to another. Writing can be written in many kinds such as exposition, narrative, argumentation, persuasive, and description.

Narrative text is one of the genre in the text that tells of an experience or incident either fiction or non-fiction. Unlike with recount text which just tells the experiences, in the narrative text in which there is a complicated arrangement in a story should contain issues/climax is where

the writer is in demand to provide solutions to the incident or event that has a goal to assume or entertain the readers. So students are able to express ideas, choose the word and structuring the language in encouraging the students to write a good narrative text. Narrative includes a plot, setting, characters, structure(orientation,evaluation,complication, resolution and re-orientation), and theme.

Basedonthewriter experienceswhen Teaching Training Practice (PPL/Praktek PengenalanLapangan) in SMA N 2 PANAI HILIR, the writer found most studentsreceived low scores in writing text. The students were not able to formulate ideas from their mind into written language,this is due to lack of vocabulary, grammar, and lack of insight and knowledge about the topic. In teaching and learning process teacher read the material about narrative text from the text book and asked students to do some exercises without explaining it clearly then she asked the students to write narrative text by choosing title freely.

There are many techniques in teaching writing, such as, Fieldtrip technique, Clustering technique, Description technique, and Co-op Co-op technique.

Formal cooperative learning technique is Co-op Co-op technique. This technique was created for the college classroom (Kagan, 1985:1-6). Groups of students become experts in a particular aspect of a topic. The students take either their own time, or class time to research, discuss, and learn the material. They create a presentation for their classmates to teach the assigned aspect of the topic to their classmates. The professor has a right to include additional information or clarify at the end of the presentation. All students in the class will be held accountable for key information given in the presentations. In addition too, instructor evaluate a

written product for each mini-topic, team members evaluate one another for contributions to the team, and the class evaluates the team presentations.

Based on explanations above, the writer will conduct a research entitled “The effect of Co-op Co-op Technique on writing narrative text of second grade students at SMA N 2 PANAI HILIR”.

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study formulating as following: “Does The Co-op Co-op Technique Significantly Affect on writing narrative text of second grade students at SMA N 2 PANAI HILIR?”

1.3 The Objective of the Study

The objective of the study is aimed to find out whether applying Co-op Co-op technique affects significantly on writing narrative text of second grade students of SMA N 2 PANAI HILIR.

1.4 The Scope of the Study

There are many types of teaching technique on writing. This study only focuses on Co-op Co-op Technique. There are many genres also that can be used in teaching writing such as Recount, Descriptive, Report and Procedure. This study uses narrative text as material in teaching writing. This research will be done at the second grade students of SMA N 2 PANAI HILIR. There are two classes namely, XI-IPA I, XI-IPS. Each class consists of 30 students. The total number of the students there are 60 students.

1.5 The Significances of the Study

The finding of the study is expected to be useful for:

1.5.1 Theoretically

1. The finding of the study is expected to be useful for addition information in teachingwriting narrative text .

1.5.2 Practically

1. Writer, this paper will be beneficial in improving the writer's perception in writing narrative text.
2. English Department students,to use Co-op Co-op technique as references in writing narrative text.
3. English Teachers, can implement Co-op Co-op technique to improve their professional and improve the quality of teaching and learning process in the school.
4. The OtherResearcher: to find of references are conductinga research on English language teaching, especially in writing a text carefully.

1.6 The Hypothesis

The hypothesis is formulated as the following:

Ha: There is a significant effect of Co-op Co-op technique on writing narrative textof second grade students in SMA N 2 PANAI HILIR”.

Ho: There is no significant effect of Co-op Co-op technique on writing narrative text of second grade students in SMA N 2 PANAI HILIR”.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This study uses some theories that are essential to be explained in term of conducting the research. In this case theoretical framework is aimed at giving concept applied and to achieve the objective of the study for helping the writer to make the limitation scope of the problem. The concept and the terms have to clarify to avoid confusion and ambiguity. So the readers and the writer may have same perceptions of them. In the following part, theoretical elaboration of the terms or concepts will be presented.

2.2 Writing

Writing is a process of produce ideas and feeling through written and writing also measurement whether the students can measure all the English skills because when students are able to do writing it means that they are also able to do reading, speaking and listening because all four skills in English can be separated because it is the unity of English learning activity.

According to Harmer (2004:4-5), writing is a way to find thinking of idea, organizing and developing idea, and polishing structuresentences into a paragraph. Writing is also a process to represent the words and grammar through orthography. Writing is used for a wide variety of purposes and produces in many different forms that useful for people activities in every social situation.

According to Tarigan (2008:21), writing is a process of communication to bridge the relationship between the writer and the reader in order to share idea and opinion.

2.2.1 Writing Process

Writing is commonly have steps in process writing, all of the steps should be be done well to get a good writing result.

According to Kamehameha School (2007:2) there are five steps of the process of writing:

1. Pre-writing: the students plan what they are going to write. The students have to think about four main issues, they are:
 - a. Getting ready to write
 - b. Decide on a topic
 - c. Brainstorm
 - d. Organize ideas
2. Drafting and writing: as the writing process proceeds into pre-writing, a number of draft may be produced on the way to the final version. The students have to think about two main issues, they are:
 - a. Write and refine paragraphs
 - b. Focus on communication of meaning
3. Sharing and responding: after producing a draft, the students share their works to gain feedback, peer editing, and then, writing workshops.
4. Revising and editing: after sharing and responding, revise content, proofread for writing conventions, and text reorganization
5. Publishing : Celebrate and showcase finished products/topics , and build confidence in students as writers

2.2.2 Teaching Writing Technique

Teaching writing is not an easy task because the students in Junior High School have not fully developed an ability to connect cause and effect, and they do not have an intuitive sense to write. It is explained that in teaching writing, teacher should improve students ability about how to connect their ideas so that their writing can be composed well. The students also should be inspired for what they write into a text or paragraph. In order to be good in writing, the

teacher should have a technique to teach their students that make them know how to connect their ideas and then inspiring them to write.

2.2.3 Genre of Writing

Genre is a form of text which describes the general of the text. Generally, the writing text can be divided into narrative, descriptive, news item, expository and argumentative text. The writer focused in narrative text.

Genre is a kind of text which describes the general of the text. According to Gerot & Wignel (1994:190-219), genre is one of the most important and influential concepts in language. The kinds of genre are:

1. Spoof

In the English culture, people often use a series of event in a certain process to tell a spoof. They do it by twisting some events in the process. The purpose of twisting the event is to create a humor. Social Function is to retell an event with a humorous twist. Text structure in Spoof text are:

- a. Orientation : sets the scene.
- b. Events : tell what happened.
- c. Twist : provides the punch line.

2. Recount

Recount is also a narrative text too. Basically, it is written out to make a report about an experience series of related event.

Text structure of Recount text are:

- a. Orientation : provides the setting and introduces participants.
- b. Events : tell what happened, in what sequence.

- c. Re-Orientation : optional-closure of events.

3. Report

A report is a text which can be written out with a descriptive technique. It describes an object to the readers. Social function is to describe the way things are, with the reference to a range of natural, man-made and social phenomena in our environment. Text structure of Report text are:

- a. General Classification : tells what the phenomenon under discussion
- b. Description : tells what the phenomenon

4. Hortatory Exposition

The text is used to persuade the readers or listener that something should or should not be case. Text structure of Hortatory Exposition text are:

- a. Thesis : announcement of issue of concern
- b. Arguments : reasons for concern
- c. Recommendation : statement of what ought to be happened.

5. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident. Social function is to share with others an account of an unusual or amusing story. Text structure of Anecdote text are:

- a. Abstract : signals the retelling of an unusual incident
- b. Orientation : sets the scene
- c. Crisis : provides details of unusual incident
- d. Reaction : reaction to crisis
- e. Coda : optional-reflection

6. Narrative

Narrative text is used to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Text structure of Narrative text are:

- a. Orientation : sets the scene and introduces the participants
- b. Evaluation : a stepping back evaluate the plight
- c. Complication : a crisis arises
- d. Resolution : the crisis is resolved
- e. Re-orientation : optional

7. Procedure

Procedure is to explain how something through a sequence of action of step is done. Text structure of Procedure text are:

- a. Goal
- b. Materials
- c. Steps 1-2
- d. Re-orientation : optional

8. Description

Descriptive text is used to describe in details of particular person, places, thing, and object. Text General statement;

- a. Starting the phenomenon issues which are to be explained.
- b. Sequenced explanation; stating a series of steps which explain the phenomena.

9. Discussion

Discussion is a kind of text which function is to present information (comments, ideas, opinions or arguments) of two points of view in order to respond to a social issue or social phenomena. Text structure of Discussion text are:

- a. Statement of issue; stating the issue which is to discussed
- b. List of supporting points; presenting the point in in supporting the presented issue
- c. List of contrastive point; presenting other points which disagree to the supporting point
- d. Recommendation; stating the writer recommendation of the discourse

10. News

News item text is used to inform leaders, listeners, or viewers about events the day which are considered. Text structure of Newstext are:

- a. Identification : identifies phenomenon to be described
- b. Descriptive : describes parts, qualities, characteristics

11. Explanation

Explanation is a kind of text which function is to give explanation (to explain) why an object exists as it is or to describe how an object works. It is also to describe the process involved in the formation of working of an object of phenomenon.

Text structure of Explanation text are:

- a. Newsworthy Events : recounts the event
- b. Background Events : elaborate what happened
- c. Sources : comments by participants in the event,
Witness and authorities.

12. Analytical Exposition

This text is used to persuade the reader or listener that something the case.

Text structure of Analytical Exposition text are:

- a. Thesis
- b. Arguments
- c. Recommendation

2.3 Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

According to Siahaan & Shinoda (2008:73), narrative is any written English text in which the writer wants to amuse, to entertain people, and to deal with actual or vicarious experience in different ways. In writing narrative, the purpose of the writer is to amuse or entertain the readers, because narrative writing is probably the most interesting of all composition. Pardiyo (2007: 93) states that narrative is kind of text which is appropriate to tell the activities or events happened in the past time that shows the problematic experience. Narrative is not only to amuse or entertain the readers, but also to give good lesson (moral lesson) to readers that the readers can learn from the story.

2.3.1 The Generic Structure of Narrative Text

[Structure of Narrative text](#). As we know there are many kinds of text so in this occasion I want to mention about Narrative Text. In this case I want to share about the [function](#), [generic structure](#) and example of Narrative Text.

The generic structure according to Siahaan & Shinoda (2008: 73) is stated as follows:

a. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

b. Complication

The conflict in the story is explored, includes the detailed events which lead to some kind of problem happened to the characters. The crisis and climax of the story are shown.

c. Evaluation

A stepping back to evaluate the plight, usually to make the story more interesting.

d. Resolution

The problem is resolved in the final part of the story. The situation after problem solving is shown.

e. Re-Orientation

A brief summary which is aimed to give or submit a moral lesson to the reader.

2.3.2 The Example of Narrative Text

The Legend of Banyu Wangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle. Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace. When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older

brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her. Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent. Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banterang screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

2.4 Co-op Co-op Technique

Technique is a way of doing an activity which needs skill. Technique of writing is the way to do the process of writing or simply we can say that writing technique is the way how to transfer idea in our mind into writing, and of course it must need skill.

Formal cooperative learning technique is Co Op-Co Op. This technique was created for the college classroom (Kagan, 1985:2). Groups of students become experts in a particular aspect of a topic. The students take either their own time, or class time to research, discuss, and learn the material. They create a presentation for their classmates to teach the assigned aspect of the topic to their classmates. The professor has a right to include additional information or clarify at the

end of the presentation. All students in the class will be held accountable for key information given in the presentations. In addition too, instructor evaluate a written product for each mini-topic, team members evaluate one another for contributions to the team, and the class evaluates the team presentations.

From the explanations above Co-op Co-op technique is one of kind cooperative learning. This technique is best suited for writing skill, since it copes all of the process of writing from the Pre-Writing until the Post-Writing.

2.4.1 The Procedure of Co-op Co-op Technique

Procedure is a way of doing something, especially the usual or correct way. The following is some procedures of implementing the Co-op Co-op technique suggested by Spencer Kagan(1985:2):

1. The first studentCentered Class Discussion

The students centered discussion aims to increase students involvement in learning by opening and drawing their curiosity.

2. The second Team Selection and Team Building. Students do the Pre-Writing here, they select the group members for maximum heterogeneity and develop the skills needed to cooperate on the tasks or goals. The students form a heterogeneous group consisting of four to five members, the formation of this group is expected students can work together and have a working group with good ability and trust built before start of learning.

3. The third is Topic Selection.

In team selection topics, let students choose topic for their teams, encourage students to discuss various topics among themselves so that they can be sure of the topic that attract the most attention of their team members.

4. Minitopic Selection.

To create the division of tasks among teams in the classroom, each students selects a small topic that covers one aspect of the team topic.

5. Minitopic Preparation. Students do the main writing process here.

After students share their team topics into small topics, they will work individually. Each of them know their responsibility for their small topic and the group is dependent on them to discover important aspects of the teams efforts.

6. Minitopic Presentations. After that, they will have Team Presentations.

After students complete their individual work, they present their small topics to their teammates. The percentage of small topics within the team should be formal in that each team member was given a special time and stands while pitching on small topic. Small team presentations and discussions are conducted in ways that make all teammates gain the knowledge and experience that each team member. During percentage of small topics , the division of tasks within an ordinary team is encouraged in order for a team member to record, criticize and memorize points that reach the points that reach the point of contact and not from the information presented.

7. The last is Reflection or Evaluation where the students and the teacher do the Post-Writing. This step can be modified based on the situation in the class.

2.4.2 The Advantages of Co-op Co-op Technique

Technique of writing is the way to do the process of writing or simply we can say that writing technique is the way how to transfer idea in our mind in to writing, and of course it must need skill. Co-op Co-op technique has advantages as follows:

1. It helps the teacher give them the opportunity to discuss of the topic with their friends
2. Teacher does not need to spend time directing students to underline the cause and draw narrow to the effect or circle the response that states the main idea.
3. The students are more actively in learning writing process
4. The students know many vocabulary and understand the text to discuss with another student.

2.4.3 The Disadvantages of Co-op Co-op Technique

Co-op Co-op technique has disadvantages as follows:

1. The teacher is more effective in teaching writing process.
2. The students do not understand the topic when they present in front of class
3. The students who active will dominate the discussion more, and tend to control the course discussion.
4. The students who are not accustomed to competing will find it difficult to follow the learning process.

2.5 Previous Research

There are previous researches related to this study: According to Ratnawati Diah, 2015 in research "*The Effect of Using of Co-op Co-op Technique in Teaching Writing Narrative Text to the tenth grades of SMAN 3 Sidoarjo*" almost students difficulties to write a narrative text in teaching writing. Co-op co-op has proven to be a successful technique in teaching writing. The teacher use co-op co-op technique in teaching writing. By using this technique students will be easier to conduct their narrative text and feeling free to express their doubts to their friends. Surabaya: E-journal unesa. Volume 20 Nomor 20 Tahun 2015, 1-6

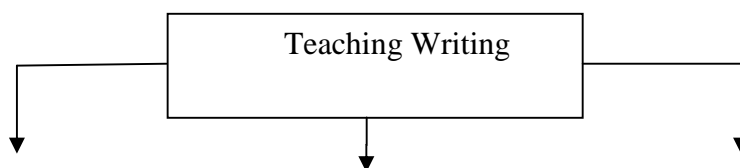
According to Bataineh Zaid Marwan, 2015 in research "*Think-Pair-Share, Co-op Co-op and Traditional Learning Strategies on Undergraduate Academic performance*" Co-op Co-op technique was helpful and useful especially for the students in the teaching and learning process. This strategy made the students easy to comprehend what is the text tell about. The students can share their ideas to their friends. Then, the students became more active and interest in the learning process, because they can predict the text in the groups pairs. Finally, there was positive effect of using Co-op Co-op toward students' Academic performance that was proved in the research findings. Saudi Arabia: Jurnal of Educational and Social Research. Volume 5 Nomor.1 January 2015.

According to Setyawan Helmi Farid.(2013) in research "*The Implementation of Kagan's Cooperative (Co-op Co-op Technique to Improve Reading Comprehension of Junior High School Students*" The Co-op Co-op technique was helpful and useful especially for the Junior High School in the teaching and learning process. This technique made the students easy to comprehend what is the text tell about. The students can share their ideas to their friends. Then, the

students became more active and interested in the learning process, because they can predict the text in the groups pairs. Finally, there was a positive effect of using Co-op Co-op technique toward students' reading comprehension that was proved in the research findings. Ngawi: Journal of Linguistic and English Teaching. Volume 2 Nomor 1. April 2017.

2.6 Conceptual Framework

Writing is one of the main items that should be taught at school and as one of the four skills of English. In writing skill, there are some genres narrative, descriptive, analytical exposition, explanation, procedure, recount, anecdote, spoof, hortatory exposition, discussion, report, and narrative. Writing is a skill that should be practiced many times to create a good writing.



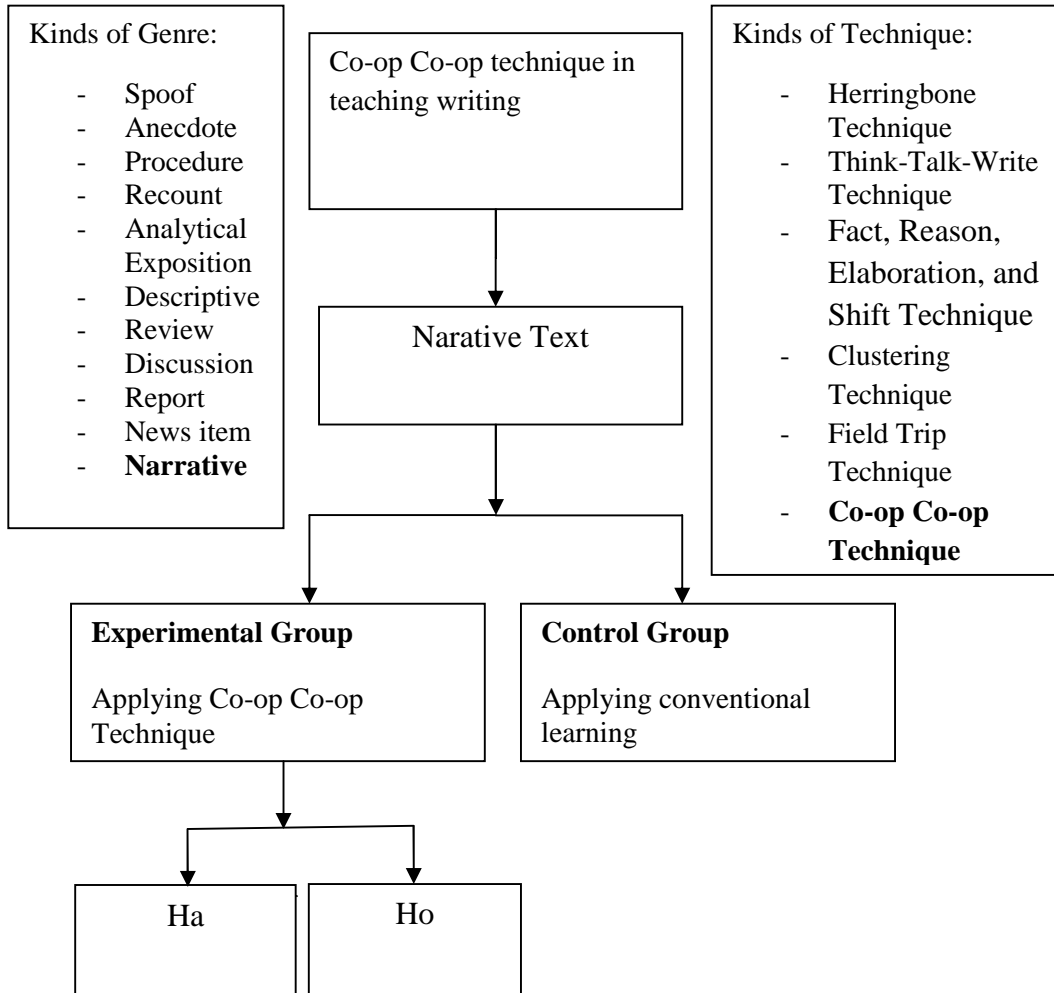


Figure 2.1: Conceptual Framework. The Co-op Co-op Technique on Students Writing Narrativetext (LumbanRaja Mesrauli 2017)

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

Research method was a part of elements in conducting a research. This study was conducted by using experimental quantitative research. Experimental quantitative research involves a study of the effect manipulation of one variable (s) on another variable. The manipulated variable was called the experimental treatment or the independent variable.

According to Ary, D. & Jacobs, C. L. & Sorensen (2010:26) “experimental quantitative research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The goal of experimental research is to determine whether a causal relationship exists between two or more variables”.

To collect the data, the writer chose two classes. They were experimental class and control class. The experimental class was the group who received treatment by using Co-op Co-op technique, while the control class was a group of students who was taught by using conventional strategy.

Table 3.1
Model of Research

Group	Pre – Test	Treatment	Post – Test
Experimental		Using Co-op Co-op Technique	
Control		Conventional ways	

3.2 The Population and Sample

In a research, the writer was determined the population and the sample. The population and the sample in this research are following:

3.2.1 Population

Population was any group of individuals that have one or more characteristics in common that are of interest to the researcher. According to Arikunto, S. (2010: 173), "*populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi*" (population is a set of all elements possessing one or more attributes of interest if someone wants to observe all of the elements in the research area, so his research called population research). The population of this study was the second grade students at SMA N 2 PANAI HILIR in academic year 2016/2017. There were two classes namely XI-IPA and XI-IPS. The total of these second grade students were 60 students.

3.2.2 Sample

Sample was the small group (participants) to be observed. The sample was taken from two classes namely XI-IPA and XI-IPS. The sample was taken from the second grade senior high school which consists of two classes and each class consists of 30 students. The writer was used total sampling. XI-IPA was the first sample consists of 30 students for the experimental group and XI-IPS was the second sample consists of 30 students for the control group. *Total sampling adalah teknik pengambilan sample dimana jumlah sample sama dengan populasi* (Sugiyono, 2007 in Jurnal Aditya, K. A. *Jurnal Universitas Pendidikan Indonesia. Volume 2, No. 15(2013)*). (Total sampling is a sample technique where the sample amount is equal to the population).

3.3 Instrument of Collecting the Data

The instrument was used for collecting the data was writing narrative text. The writer asked the students to make a narrative text, and the topic based on them. The test was given in pre-test and post-test. Pre-test was administered before the treatment initiated. Post-test was given after the treatment. The writer was conduct pre-test and post-test in order to measure whether there was significant difference change toward the students score.

3.4 Scoring of the Test

There are some criterias that was considered. According to Weigle (2002: 113-116) in thesis Ogestina, S. writing was assessed on five aspects of writing namely, content, organization, vocabulary, language use, and mechanics. However, in this study, the rubric was associated with the generic structure and language feature of Narrative text, as described in this following table:

Table 3.4 The Criteria of Scoring the Test

Categories	Score	Criteria
Content	30 – 27	Excellent to very good: knowledgeable; substantive; through development of thesis relevant to assigned topic
	26 – 22	Good Average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lack detail.
	21 – 17	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic.
	16 – 13	Very Poor: Does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
Organization	20 – 18	Excellent to very Good: fluent expression, ideas, clearly stated/supported, well organized, logical sequencing, cohesive
	17 – 14	Good to Average: somewhat choopy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing and development
	13 – 10	Fair to Poor: non- fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very Poor: Does not communicate, no organization, OR not enough to evaluate.
Vocabulary	20 – 18	Excellent to Very Good: sophisticate range; effective word/idiom choice and usage, word form mastery, appropriate register.
	17 – 14	Good to Average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13 – 10	Fair to Poor: limited range; occasional errors of word/idiom form choice, usage, meaning confused or obscured.
	9 – 7	Very Poor: essentially translation; little knowledge of english

		vocabulary, idioms, word form, OR not enough to evaluate.
Language Use	25 – 22	Excellent to Very Good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average: effective but simple construction; minor problem in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17 – 11	Fair to Poor: major problem in simple/complex constructions; frequent errors of negation, agreement, tense, number, word/order/function, article, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused obscured.
	10 – 5	Very Poor: virtually no mastery of sentence construction rule; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	05	Excellent to Very Good: demonstrate mastery of conventions; few errors of spelling punctuation, capitalization, paragraphing.
	04	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	03	Fair to Poor: frequent errors of spelling punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	02	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting; illegible; OR not enough to evaluate.

3.5.The Procedure of Collecting the Data

The procedure was divided into three parts, they were : pre-test, treatment and post-test.

Each of them will be described as follows :

3.5.1. Pre-Test

The pre-test was given to both classes (control and experimental group) before the treatment was conducted. It was to find out the homogeneity of the sample.

3.5.2. Treatment

The writer gave the treatment to the experimental group in three meetings. The treatment was conducted after administering the pre-test. The teacher teach the same materials was discussed to both experimental and control group. The experimental group was taught by

implementing Co-op Co-op technique while the control group was taught by conventional model. The process of the treatment in experimental group was designed as follows:

Table 3.5

**The Treatment for Experimental and Control Group by Applying Co-op Co-op
Technique**

Experimental groups	Control Groups
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<ol style="list-style-type: none"> 1. The students centered class discussion 2. Students make team selection and team building 3. Students do the pre-writing and they select the group member and develop the skills needed to cooperate on the task 4. After that, students prepare topic selection 5. Students prepare minitopic selection 6. Students do the main writing process 7. The students do the minitopic presentations 8. Students make team presentations. 9. After students make team presentations ,they make evaluation 10. The teacher and students do the post-writing 11. Teacher and students make the conclusion of the lesson 	<ol style="list-style-type: none"> 1. The teacher greets the students in opening the class and ask one of them to say grace in front of the class. 2. The teacher introduces the lesson plan and inform them the background of the study, then give them narrative text. 3. Teacher presents new material namely narrative text in small step, and providing for students practice after each step. 4. The teacher gives clear explanations and gives instruction to do their tasks. 5. Teacher checks the students understanding and obtain responses 6. The teacher gives the times to the students to ask the teacher what they do not understand about the material 7. Teacher gives the text and asks the students to make the generic structure and language future 8. Teacher collect the students paper and give the chances to the students to ask what they did not understand about material
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3.5.3. Post-Test

Post-test was given to both the experimental and control group after conducting the treatment in order to get the mean score between experimental and control group. Moreover, it purposed to know whether Co-op Co-op technique has a significant effect on the students achievement in writing narrative text or not.

3.6 The Validity and Reliability

The validity and reliability of a test was important in research. It purposed to know both of the accuracy of measurement and consistency of the text. It was better to know whether the test was valid and reliable or not to be tested to the sample. In this below, the researcher was explained about the validity and reliability.

3.6.1 Validity Test

The concept of validity was referred to the test measured whether one can draw meaningful and useful inferences from scores on particular instruments. Best, J. W. & Kahn, J. V. (2006:289) stated that validity was that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. This research used content validity that concerns with how well the test measures the subject matter and learning outcomes cover during instructional period.

3.6.2. Reliability of the Test

Reliability refers to consistency of the measurement. Best, J.W. & Kahn, J. V. (2006:289) stated that, "Reliability test is the degree of consistency that the instrument or

procedure demonstrates: whatever it is measuring, it does so consistently.” Reliability was a necessary but not sufficient condition for validity. That was a test must be reliable for it to be valid, but a test could reliable and still not be valid.

3.7 The Technique for Analyzing the Data

The techniques of analyzing the data was done as the following:

1. Calculating the data of the pre-test and post-test of experimental and control groups.
2. Tabulating the scores of the students in pre-test and post-test of experimental and control groups.
3. Comparing the mean of the two groups.
4. Testing hypothesis by using the formula of T-test.
5. Concluding the research finding.

Arikunto, S. (2010:354) stated that to test the hypothesis, the T-test formula was used. This formula was to know the effect of this research, the writer used test, this test was also used to know whether yes or not teaching reading comprehension through Probable Passage Strategy. It could drawn as following:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{Dx^2 + Dy^2}{Nx + Ny - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

Where:

Mx : The mean of the experimental group

My : The mean of the control group

dx : The standard deviation of experimental group

d_y : The standard deviation of control group

N_x : The total number of the experimental group

N_y : The total number of the control group