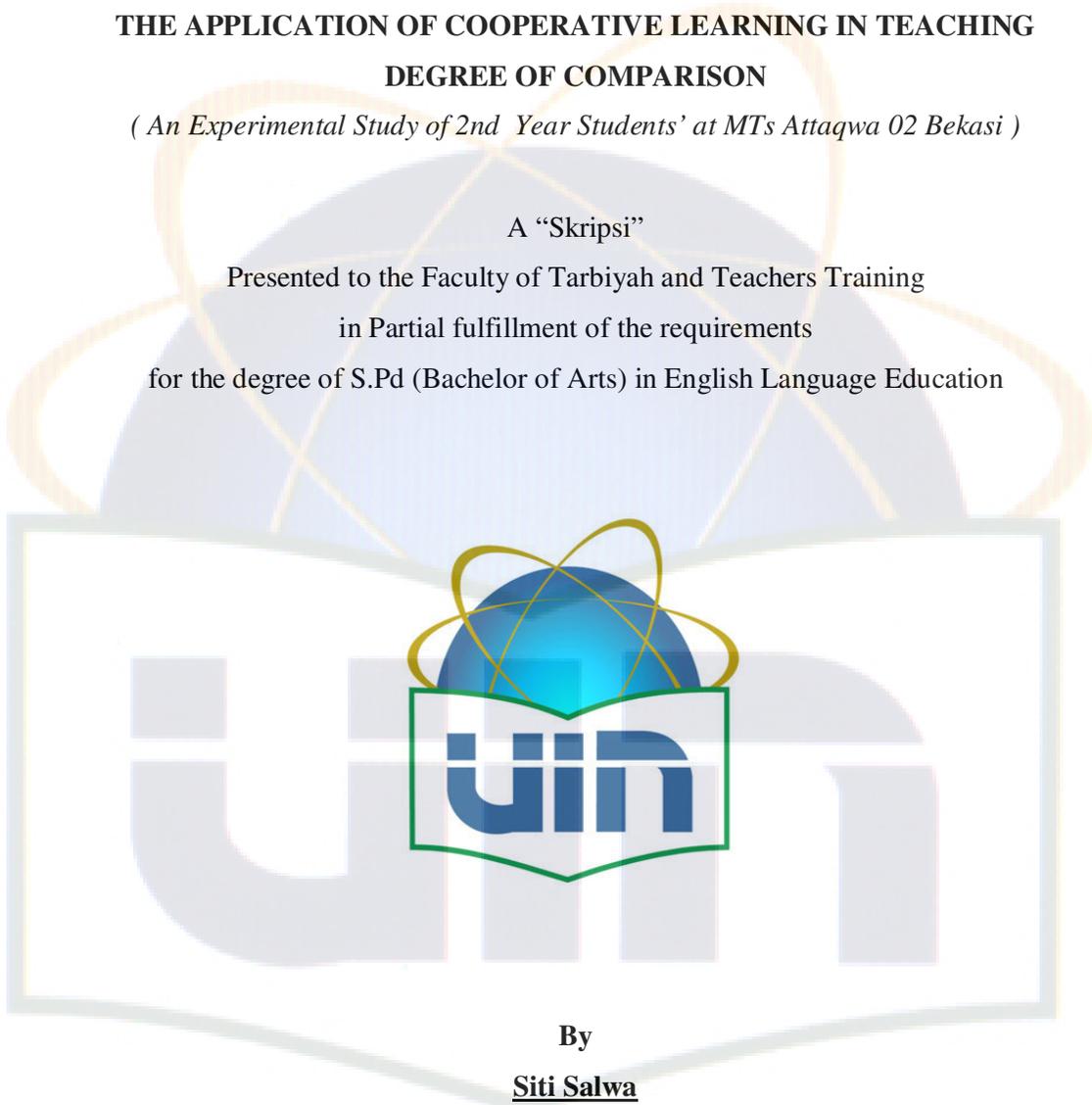


**THE APPLICATION OF COOPERATIVE LEARNING IN TEACHING
DEGREE OF COMPARISON**

(An Experimental Study of 2nd Year Students' at MTs Attaqwa 02 Bekasi)

A "Skripsi"

Presented to the Faculty of Tarbiyah and Teachers Training
in Partial fulfillment of the requirements
for the degree of S.Pd (Bachelor of Arts) in English Language Education



By

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JAKARTA**

2009

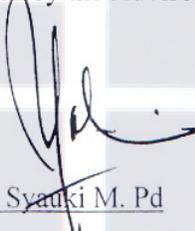
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHERS TRAINING
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JAKARTA
2009**

ENDORSEMENT BY THE EXAMINATION COMMITTEE

The “Skripsi” “**THE APPLICATION OF COOPERATIVE LEARNING IN TEACHING DEGREE OF COMPARISON**”, written by Siti Salwa, student’s registration number 103014027018 was examined session of the Faculty of Tarbiyah and Teachers training, Syarif Hidayatullah State Islamic University Jakarta on 12th February 2009. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements of the degree of S.Pd. (Bachelor of Arts) in English Language Education in the Department of English Education.

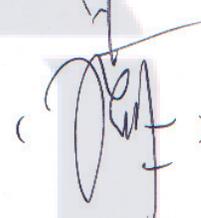
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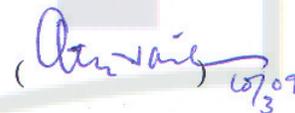
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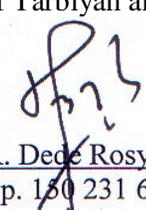
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In the name of Allah, The Beneficent, The Merciful

All praise be to Allah, the Lord of the worlds, and by His help, guidance, and blessing, finally the writer could finish this skripsi properly. Peace and blessing be upon Muhammad merciful and blessing for him, his descendents, his companions, and his followers.

On this great occasion, the writer would like to express her greatest honor to her beloved family: her parent's Mr. Amin Noer Lc and Mrs. Khodijah Zein, her sister and brothers, her sister in law, and also, Zein's big family who always give their support, motivation and moral encouragement in finishing her study.

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Jakarta, January 2009

The writer

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ABSTRACT

According to Carolyn Kessler cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner in groups and in which learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative learning as alternative way in teaching degree of comparison and in addition to that cooperative learning is one of the learning strategies in contextual teaching and learning approach that students actively involve in teaching and learning process and students exchange information between learners through group discussion. The process of cooperation enables students to overcome the difficulties in learning and understanding of degree of comparison together, so they will be motivated to learn and develop many other skills, such as positive interdependence and their interpersonal skills.

The purpose of the research is to know the effectiveness of cooperative learning in teaching degree of comparison at the second year students of MTs Attaqwa 02 Bekasi. And the writer hopes it will give a better way in teaching English especially in teaching degree of comparison.

The writer did her research at MTs Attaqwa 02 which is located in JL. Kaliabang Bungur Pejuang Kecamatan Medan Satria Kota Bekasi and she conducted this research from 17th up to 26th of November 2008.

The population of this research is all the second year students of MTs Attaqwa 02 Bekasi. The second year of this school consists of two classes and the sample of this research is 60 students, which is divided into 2 classes, 8.2. class as the experiment class and 8.1. as the control class.

The techniques of collecting data used in this research are pre-test and post-test and to analyze the data, the writer uses the comparative technique that compares the score between experiment class and control class. To find out the differences of the students score of the application cooperative learning in teaching degree of comparison to the students score without applying cooperative learning, the writer compared both scores used t-test.

The result showed that the application of cooperative learning is more effective in teaching degree of comparison. The T-test result is $2.00 < 3.60 > 2.65$ and the difference of mean scores of pre-test of experimental class is 48.8 and the controlled class is 46.9. Meanwhile, mean scores of post-test of experimental class is 79.46 and the controlled class is 68.13. The result above proven that there is significance different in students' score between teaching degree of comparison using cooperative learning and without cooperative learning.

The application of cooperative learning actually supports the students to collaborate and to cooperate to each other in improving their understanding about degree of comparison.

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

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Menyatakan bahwa skripsi yang berjudul The Application of Cooperative Learning in Teaching Degree of Comparison adalah hasil karya sendiri. Saya bertanggung jawab penuh atas skripsi saya ini.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Jakarta, 12 Februari 2009

Siti Salwa

CHAPTER 1

INTRODUCTION

A. Background of the Study

Teaching and learning cannot be separated, because they are two processes that are related each other. Teaching is a process of transferring knowledge to someone, and learning is a process of getting knowledge from someone.

Douglas Brown in *Principles of Language Learning and Teaching* said that:

Teaching is defined as an activity showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with the knowledge and causing to know or understand. Teaching is also guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. Teaching cannot be defined apart from learning. Learning is a process of acquiring or getting knowledge of a subject or skill by study, experience or instructions.¹

Based on the statement above, teaching and learning cannot be separated as a part. They are two processes that are connected each other, giving and getting instruction

To support teaching learning process. There are many methods and techniques of teaching appear to help the teachers and learners in teaching and learning activity, because the teacher can use those in order to help the students get information then they could process information already acquired from prior learning so the students are able to learn important skills. Besides, teacher always do their efforts to achieve learning goals of the learners through methods, techniques or strategies of teaching. According to Nunan, "A learning goal can be defined as a desired future state of competence or mastery in the subject area being studied, such as foreign language proficiency. The work to achieve learning

¹ Douglas Brown, *Principles of Language and Teaching*, (United States: Prentice-Hall, Inc, 1994), p 7

goals can be structured so as to promote individual learning, competition between students or cooperation among them”²

One of the strategies that the teacher can use in teaching learning process is Cooperative Learning. Cooperative learning can be defined as a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving and to encourage collaborative skills.³

According to Richards Arends

Cooperative Learning is actually a family related strategy that can accomplish a variety of purposes. Depending on the strategy selected can impact factual material, basic skills, conceptual understanding, or problem solving. Cooperative learning strategies vary in how teacher centered they are, but since they involve students-students interaction, they are as a group considered as much less teacher centered than lecture or direct instruction⁴

In cooperative situation students can provide means of working towards such goals, with significant part of learning taking place in small, mixed-ability teams consisting of two to four learners. The work in the team is structure so that there is positive interdependence and individual accountability among the learners, with each participant contributing to the team product and the team being in charge of helping its teammates to learn.⁵

While in traditional method, students just listen to their teacher explanation and passively sit in teaching and learning process and after that they do some exercises individually and finally the teacher give the students homework. In traditional group learning activity sometime there is dominated students so there is no positive interdependence and individual accountability among them.

² David Nunan, *Collaborative Language Learning and Teaching*, (New York: Cambridge University Press, 1992),p. 33

³ Thomas Kral (ed), *Teacher Development Making The Right Moves*, (Washington D.C: English Language Program Division, 1994), p.141.

⁴ Richards Arends.,eg, *Exploring Teaching an Inroduction to Education*, (New York” McGraw-Hill, 1998), p. 196

⁵ Nunan, *Collaborative Language...*, p. 37

Based on these explanations above, the writer concludes that cooperative learning is a better way that can give students more opportunities to interact with their teammates so this situation develops their interpersonal skills. In cooperative learning students are dependent on each other and share common goals, which in turn create solidarity, positive interdependence and motivation. In addition, cooperative learning is one of the learning strategies in contextual teaching and learning approach that students actively involve in teaching and learning process and students exchange information between learners through group discussion. Teacher role in cooperative learning is as a facilitator that she or he must move around the class helping students and group as need arise. Teachers provide broad questions to challenge thinking and prepare students for the tasks they will carry out and when it is needed the teacher intervene to assist students how to cooperate to each other. By giving this conclusion and information about cooperative learning the teacher especially an English teacher may use this strategy and the writer as a substitution English teacher at MTs Attaqwa 02 Bekasi choose cooperative learning as an alternative way in teaching learning English especially English grammar.

Teaching of English is stressed on mastering the four basic skills: listening, speaking, reading and writing. Besides, the knowledge of grammar is also one of the important factors that students should master, in order to be able listen, speak, read and write correctly. In fact the nonnative students who learn English meet a number of problems especially with grammar, they are not only to be obliged to understand the knowledge of grammar but also the students have to use it in a real action. Some students think that grammar as rather boring subject and hard to be understood. The problems are faced by students because the teacher does not use interesting way and in monotonous in conveying the material. So the students are not enthusiastic in learning that subject.

Talking about grammar, there are parts of speech. Adjective and adverbs both are part of eight parts of speech. Both of them involved in expressing equal and unequal, they are positive, comparative and superlative degree. In grammar they are degree of comparison. Degree of comparison is not as easy as we think,

especially for learners. In expressing comparative and superlative meaning is more complex in English than in many languages, not all languages make a distinction between comparative and superlative, and some learners may find the distinction an awkward one to grasp. In learning degree of comparison learners need to know what an adjective and adverb is and they also need to learn when they cannot be used and what to use instead. Comparatives are adjectives and adverbs that end in – er (e.g. bigger, richer, faster). Superlatives are adjective and adverbs that end in – est (e.g. biggest, richest, fastest).⁶ Therefore, learners need to know about adjective and adverbs before they compare two things or person in comparative and superlative forms. But some problems appear when they are learning comparative and superlative, learners often use more or most when it would be more normal to add – er or – est to the word (e.g. Juan is big, Mike is bigger, but Ali is the most big of all), and learners assume that every form of superlative and comparative is always ended by – er or – est even for long adjective (e.g. Washington State is the beautifulest state in the United State). Learners may not know the appropriate irregular forms (e.g. Good, well, and best).

From these statements above, the writer analyze that the learners tend to make a mistake because the lack of knowledge about degree of comparison and they have difficulty in using them appropriately.

Based on the explanation above, the writer is interested in applying cooperative learning in teaching degree of comparison to the second year of MTs Attaqwa 02 Bekasi. The writer chooses Cooperative Learning in teaching degree of comparison because in cooperative learning students will exchange their information, experience and knowledge with one another. The process of cooperation enables students to overcome the difficulties in learning and understanding of degree of comparison together, so they will be motivated to learn and develop many other skills, such as positive interdependence and their interpersonal skills. In addition, the writer wants to know the effectiveness of

⁶ Martin Parrot, *Grammar for English Language Teachers*, (Cambridge: University Press, 2000),p. 68

cooperative learning in mastering degree of comparison, the writer hopes this learning strategy this lesson will easy to be understood and all of the students can use it well and to make connections between knowledge and it application to their interpersonal skills.

B. Limitation and Formulation of the Study

In this research the writer limits the discussion to using cooperative learning as a strategy in teaching degree of comparison in second year of MTs Attaqwa 02 Bekasi. The writer tries to answer question and hypothesis with the effect of using cooperative learning in teaching degree of comparison. Based on the background of the study described above, the writer would like to formulate the problem as follow: Is Cooperative Learning effective in teaching degree of comparison?

C. Method of the Study

The study is based on both library study and field research. In library research, the writer looks for information related to this study from the textbook, articles, and on internet the writer browses and surf some articles that are mentioned as references.

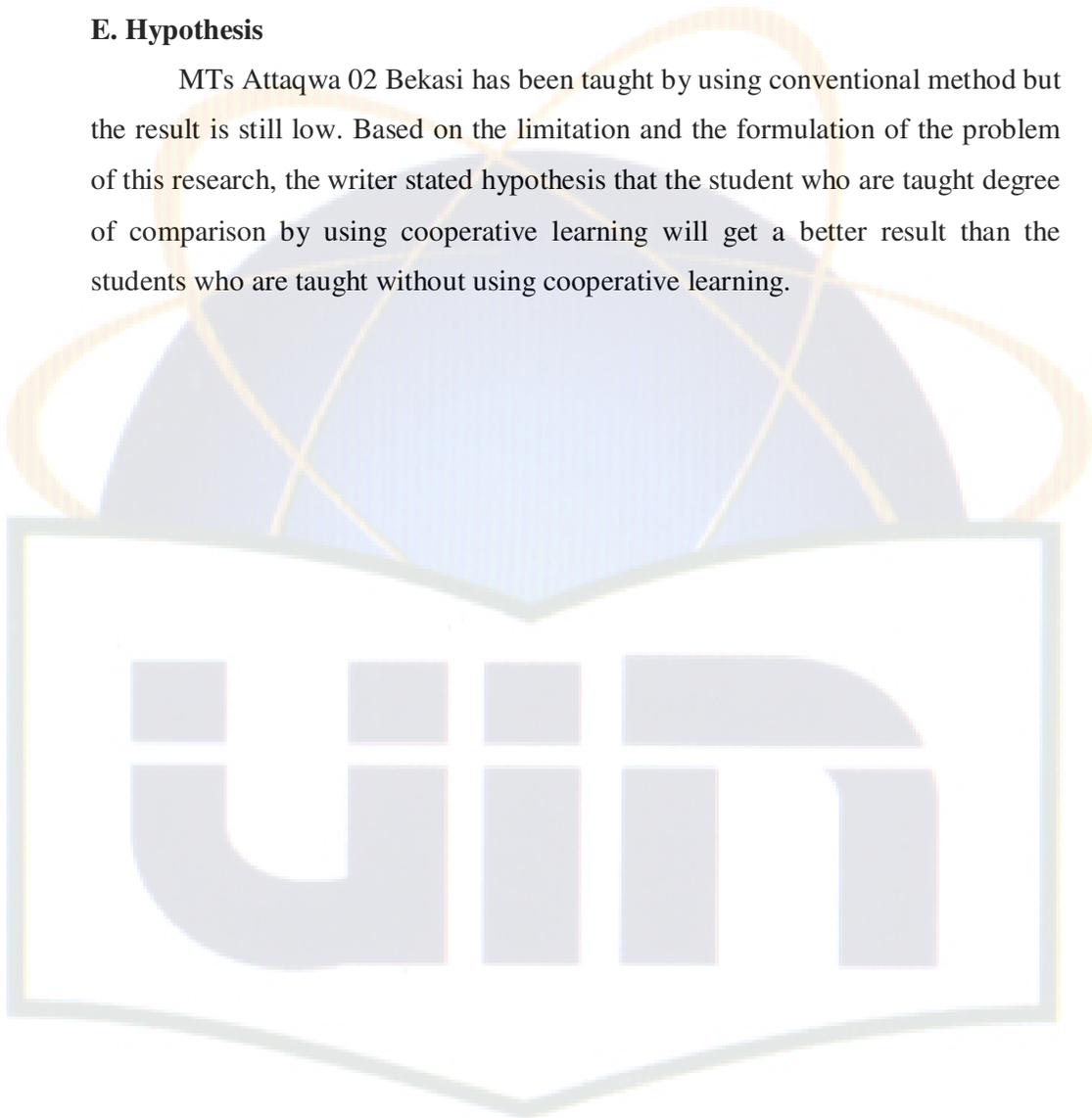
In field research, the writer collected data by teaching and observing two classes, experiment class by using cooperative learning in teaching degree of comparison and control class not using cooperative learning in teaching degree of comparison.

D. Significance of the Study

The study will contribute many advantages to the English teachers in implementing the teaching language skills especially grammar through cooperative learning and they will develop their teaching continuously by using a good or appropriate way to advance our education in our country. Also it can assist the students learning grammar in an interesting way. Subsequently, it will assist them increasing their ability to communication in English.

E. Hypothesis

MTs Attaqwa 02 Bekasi has been taught by using conventional method but the result is still low. Based on the limitation and the formulation of the problem of this research, the writer stated hypothesis that the student who are taught degree of comparison by using cooperative learning will get a better result than the students who are taught without using cooperative learning.



CHAPTER II

THEORITICAL FRAMEWORK

A. Cooperative Learning

1. The Philosophy of Cooperative Learning

Since the mid 80s, discussions of effective language instructions have shifted from an emphasis on teacher-centered to learner-centered classrooms and from transmissions-oriented to participatory or constructivist knowledge development. With that shift has come a renewed focus on small group or task based-learning which affords students the opportunity to develop a range of cognitive, met cognitive and social, as well as linguistic skills while interacting and negotiating in the classroom. Especially noteworthy, in this regard, has been the increased attention to and expanded use of cooperative learning in second and foreign language and bilingual and mainstream classroom with students of all ages and language proficiency levels.

While many have suggested that cooperative learning is beneficial only for 'good students,' or conversely, that it only helps 'poor students', there is sufficient research to suggest that all students can benefit from being placed in the role of both tutor and tutee, of learning from and providing scaffolding for peers. The value of cooperative learning is likely to be understood by those from more cooperative or group-oriented societies, but its value can also be demonstrated to those living in more competitive societies, where it can help foster the development of social skills needed to interact and communicate equitably with diverse group of people.

2. Definition of Cooperative Learning

Cooperative learning can be defined as a strategy for the classroom that is used to increase student's motivation and retention, help them a positive image of self and others, provide a vehicle for critical thinking and

problem solving, and encourage collaborative social skills as stated by Calderon in Christinson⁷. Moreover Cooperative language learning (CLL) is part of a more general instructional approach also know as Collaborative Learning (CL). Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom; it has been defined as follows:

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structure exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.”⁸

Jane Arnold says in his book that cooperative learning is “more than just small group activity. In a well-structured cooperative-task, there is a genuine information gap, requiring learners to both listen to contribute to and the development of an oral, written or other product which represent the group’s effort, knowledge and perspectives”⁹

Cooperative learning strategies can be used to foster positive intergroup attitude in multicultural classroom, and these strategies encourage students to work and help together in the group, Jacobs and Hall (1994) argue that:

According to Jacobs and Stephen Hall explanation in Richards and Willy’s book, “Cooperative learning is more than just putting students into groups and gives them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness intrgroup and the active participation of all members”.¹⁰

From all explanation above, it is obvious that cooperative learning is different from traditional group activity. Cooperative learning is not just

⁷ Mary Ann Christinson, *Cooperative Learning in the Classroom*, *English Teaching Forum*, 1990, Volume 28)

⁸ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching 2ed*, (Cambridge: Cambridge University Press, 2001), p. 192

⁹ Jane Arnold, *Affect in Language Teaching*, (Cambridge: University Press, 1999), p 226-227

¹⁰ Jack C. Richards and Willy A. Renandya (ed), *Methodology in Language Teaching An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p 52

putting students into group but they should learn social skills, how to cooperate with others, and provides more opportunities for students to take more interaction that is active. The cooperative learning requires students to be active in the groups, to give contributions and achieve the common goals of every member in the group

3. The Purpose of Cooperative Learning

The purpose of cooperative learning is to enhance learning and achievement by encouraging peer-to-peer interaction and cooperation¹¹. Moreover, according to Roger T and David W. Johnson the purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform better as individuals. To ensure that each member is strengthened, students are held individual accountable to do his/her fair share of the work, teachers need to asses how much effort each member is contributing to the group's work, provide feedback to groups and individual students, help groups avoid redundant effort by members, and ensure that every member is responsible for the final outcome. Common ways to structure individual accountability:

- a. Keeping the size of the small group. The smaller the size of the group, the greater the individual accountability may be.
- b. Giving and individual test to each student.
- c. Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- d. Observing each group and recording the frequency with which each member contributes to the group's work.
- e. Assigning one student in each group the role of the checker. The checkers ask other group members to explain the reasoning and rationale underlying group answer.

¹¹[http : //www.allacademic.com/meta/p83974_index.html](http://www.allacademic.com/meta/p83974_index.html)

- f. Having students teach what they learned to someone else. When all students do this, it is called *simultaneous explaining*.¹²

4. The Elements of Cooperative Learning.

There are five elements that should have understood in order for successful cooperative learning:

a. Positive Interdependence

In a cooperative groups share a common goal; each learner has an essential role to play if that goal is to be achieved. Cooperation, in this regard, is more than just collaboration, where it is a possible to complete a task or develop a product without the contribution of each the members. The success (or failure) of a cooperative group is dependent on the efforts of all of its individual members.¹³

b. Team Formation

Students can group themselves; “leaders” can take turns selecting teammates; or teachers can assign students to teams. Informal or spontaneous grouping is less desirable in many situations than formal or planned grouping methods. Four types of formal team formation – heterogeneous, random, interest, and homogeneous/heterogeneous language ability.¹⁴

c. Accountability

Research shows that both individual and group accountability is important for achievement in CL settings, and most scholars (e.g., Slavin, 1990) consider this to be a defining characteristic of CL. Methods which use only a group grade or a group product without making each member accountable do not consistently produce achievement gains. Students may be made individually accountable by assigning each student a grade on his or her own portion of the team project or by the rule that the group may

¹² <http://www.clcrc.com>

¹³ Jane Arnold. *Affect in...*,p, 227

¹⁴ Carolyn Kessler (ed). *Cooperative Language Learning*. (New Jersey: Prentice-Hall, Inc, 1992)p, 11

not go on to the next activity until all team members finish the task. A primary way to ensure accountability is through testing.¹⁵

d. Social Skills

Social skills include ways students interact with each other to achieve activity or task objectives (e.g., asking and explaining) and way students interact as team mates (e.g., praising and recognizing). Social skills can be emphasized by assigning all teammates to practice specific social skills to ensure that students can fill these functions when required. Social skill behavior may not occur spontaneously with all students (Hertz-Lazarowitz, 1990), and teaching them can have a profound impact on attentiveness, morale, and motivation.¹⁶

e. Group processing

Besides engaging in group tasks, learners also need to reflect upon their group's experiences, noting how group members interacted doing that task, the kind and number of contributions each made, and the difficulties that were encountered as different views were suggested or one member was noticeably silent or vocal. Through this processing, learners acquire or refine metacognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas and turns. In that reflection they also engage in language use that is not typically available or fostered in traditional language classroom activities.¹⁷

In forming group of cooperative learning, generally teams are deliberately heterogeneous and consist of two to five members. In bigger groups there is a high achiever, one or two average achievers and low achievers. The groups are chosen by the teacher after careful consideration. The teams are responsible for learning the task together, helping each other. Learners are encouraged to explain ideas or skills to one resource person for the whole team.

¹⁵ Carolyn Kessler(ed) *Cooperative Learning*....,p, 13

¹⁶ Carolyn Kessler (ed) *Cooperative Learning*...., p, 13

¹⁷ Jane Arnold. *Affect in*...., p. 228

Those elements in group learning situations help ensure cooperative efforts and enable the disciplined implementation of cooperative learning for long-term success.

5. Principles of Cooperative Learning

In cooperative learning there is an interdependence established among the students in each group as they strive for the achievement of group or individual objectives. This technique draws from both behaviorism and humanism. For that reason in the teaching through cooperative learning the teacher and students should have known and understood some principles in cooperative learning, they are:

- a. Students are encouraged to think in terms of 'positive interdependence' which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.
- b. In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups so that the groups are mixed. This allows students to learn from each other and also give them practice in how to get along with people different from themselves.
- c. The efforts of an individual help not only the individual to be rewarded, but also others in the class.
- d. Social skills such as acknowledging another' contribution, asking others to contribute and keeping the conversation calm need to be explicitly taught.
- e. Language acquisition is facilitated by students interacting in the target language.
- f. Although students work together, each student is individual accountable.
- g. Responsibility and accountability for each other's learning is shared.

- h. Each group member should be encouraged to feel responsible for participating and for learning.
- i. Teachers not only teach language but also teach cooperation as well as, of course since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.¹⁸

The discipline of using cooperative learning effectively includes teaching the interpersonal and small group learning skills that students need to use to be successful in their work with peers. Lynda said, “Students are not born with well-developed interpersonal and small-group learning skills; these skills must be identified and taught. Student must be motivated to use good skills and must have many opportunities to use them in the authentic learning context with peers”.¹⁹

When students have not been taught how to work with others, teachers should not expect to be able to put them together in groups and have them work together effectively. Because students need many skills in order to work together effectively, teacher sometimes finds it difficult to know where to start when teaching students the skills they need on order to cooperate successfully. The basic skills that must be got by the students are skills that help students into the group. Skills that help group stay together and get the job done, skills that help students understanding of academic material and skills that encourage students become empower thinkers. Understanding that students need to be taught interpersonal and small-group learning skills and identifying the skills that need to be taught are important to the discipline of using cooperative learning commitment to do so are essential as well.

Baloche describe there are six steps that can be used as a guide when planning and teaching students the interpersonal and small groups. These steps include:

¹⁸ Diane Larsen freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.167-168

¹⁹ Lynda A Baloche, *The Cooperative Classroom*, (USA: Prentice Hall Inc, 1998), p. 146

- a. Developing the context so that students understand the importance of cooperation and of the specific interpersonal skills that you want them to learn
- b. Developing an understanding of what a specific skill is when to use it.
- c. Providing opportunities for students to practice the use of the skill. These opportunities include both obvious “practice” situation and opportunities within the context of group work that focus on academic learning.
- d. Monitoring group work and observing and collecting data about student use of the skill.
- e. Providing feedback to students and facilitating their own reflection about their use of the skill.
- f. Providing more opportunities for students to use the skills so that they become comfortable with it.²⁰

Besides knowing the skills in achieving good relationship between the members of group in cooperative learning, students need to pay attention to some principles in cooperative learning. There are positive interdependence, individual responsibility, face to face, communications between members group and process evaluation through group.²¹

6. Types of Cooperative Learning

Johnson et al., (1994: 4-5) describe three types of cooperative learning groups:

- a. Formal cooperative learning groups. These last from one class period several weeks. These are established for a specific task and involve students working together to achieve shared learning goals.
- b. Informal cooperative learning groups. These are ad-hoc groups that last from a few minutes to a class period and are used to focus student attention or to facilitate learning during direct teaching.

²⁰ Lynda A Baloche, *The Cooperative...*, p.150

²¹ Anita Lie, *Cooperative Learning: Mempraktekan Cooperative Learning di Ruang Kelas*, (Jakarta: Grasindo, 2003),p. 30

- c. Cooperative base groups. These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other to support, to help, encouragement, and assistance they need to succeed academically.²²

7. Roles in Cooperative Learning

Cooperative learning strategy might not be familiar to many teachers and students. The roles of the teacher, the learner and the instructional material are different in cooperative learning than they were in traditional classroom.

a. Learners roles

The primary role if the learners are a member of a group who must work collaboratively on task with other group members. Learners have to work teamwork skills. Learners is also director of their own learning, is viewed as compilation of lifelong, learning skills. Thus, learning is something that requires students' direct and active involvement and participation. Pair grouping is the most typical CLL format, ensuring the maximum amount of time both learners spend engaged on learning tasks. Pair tasks in which learners alternate roles involve partners in the role of tutors, checkers, recorders, and information sharers.

b. Teachers role

The role of the teacher in CLL differs considerably from the role of teachers in tradition teacher-fronted lesson. The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to group and roles, and selecting material and time. An important role for the teacher is that of facilitator of learning. In his or her role as facilitator, the teacher must move around the class helping students and groups as need arise.

²² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods...*, p. 196

According to Harel as quoted in Jack C. Richard's book that during this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what the problems evolve, the following supportive behavior utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources. Moreover, Harel pointed out that teachers speak less than in teacher-fronted classes. They provide broad questions to challenge thinking, they prepare students for the tasks they will carry out, they assist students with the learning tasks, and they give few commands, imposing less disciplinary control

c. The role of instructional material

Material plays an important role in creating the opportunities for students to work cooperatively. The same material can be used as are used in other types of lessons but variations are required in how materials are used. For example, if students are working in groups, each might have one set material (or groups might have different set of materials), or each group might have different sets of materials), or each group member might need a copy of text to read and refer to. Materials may be especially designed for CLL learning (such as commercially sold jigsaw and information-gap activities), modified from existing materials, or borrowed from other disciplines.

The writer concludes from all explanation above that cooperative learning is not having students sit side by side at the same table to talk with each other as they do their individual assignments. Cooperative learning is much more than being physically near other students, discussing material with other students, helping other students, or sharing material among students. In cooperative learning situation create positive interdependence and improving their interpersonal skills. Besides, before the teacher applying the cooperative learning in the classroom, teachers considered to tell to their students the principles of cooperative learning, so both teachers and students understand what they are going to do. The roles of teachers and the learners are different

in cooperative learning than they were traditional classroom, and the instructional material play role in creating cooperative learning too.

B. Degree of Comparison

1. Concept of Degree of Comparison

Before exploring comparison of degree the writer would like to explain what comparison is. Comparison is used to emphasize the difference between two people or things that are being compared.²³

Comparison in grammar is a property of adjectives and adverbs in most languages; it describes systems that distinguish the degree to which the modifier modifies its complement. English due to the complex etymology of its lexicon has two parallel systems of comparison. One involves the suffixes –*er* (the “comparative”) and –*est* (the”superlative”). These inflections are of Germanic origin, and are cognate with the Latin suffixes –*ior* and –*issimus*. These inflections are typically added to shorter words, words of Anglo-Saxon origin, and borrowed words that have been fully assimilated into the English vocabulary. Usually the words that take these inflections have fewer than three syllables. This system contains a number of irregular forms, some of which, like good, better, best, contain suppletive forms. These irregular forms include:

good	better	best
well	better	best
bad	worse	worst
far	farther	farthest
far	further	furthest
little	little, less(<i>er</i>)	littlest, least
many	more	most

The second system of comparison in English appends the grammatical particles *more* and *most*, themselves the irregular comparatives of *many*, to the

²³A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: University Press, 2000), p 245

adjective or adverb being modified. This series can be compared to a system containing the diminutives *less* and *least*. This system is most commonly used with words of French or Latin derivation; adjectives and adverbs formed with suffixes other than *-ly* (e.g. *beautiful*); and with longer, technical, or infrequently used words. Knowing which words fall into which system is a highly idiomatic issue in English syntax. Some words require the suffixing system: e.g. *taller* is required; **more tall* is not idiomatic English. Some words (e.g. *difficult*) require *more* and *most*. Some words (e.g. *polite*) can be used with either system; curiously, while *polite* can go either way, the derived word *impolite* requires *more* and *most*. The general rule is that words with one syllable require the suffix, words with three or more syllables require *more* and *most* and words with two syllables can go either way.

In English grammar the degree of comparison of an adjective or adverb describes the rational value of one thing with something in another clause of a sentence. An adjective may simply describe a quality, (the *positive*); it may compare the quality with that of another of its kind (*comparative degree*); and it may compare the quality with many or all others (*superlative degree*). In other languages it may describe a very large of a particular quality (in Semitic linguistics, called an elative). The degree of comparison may be expressed morphological, or syntactically. In English, for example, most monosyllabic and some disyllabic adjectives have morphological degrees of comparison: *green* (positive), *greener* (comparative), *greenest* (superlative); *pretty*, *prettier*, *prettiest*; while most polysyllabic adjectives use syntax: *complex*, *more complex*, *most complex*.

- a. The positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things in speech
- b. The comparative degree denotes a greater amount of a quality relative to something else. The phrase “Anna is taller than her father” means that Anna’s degree of tallness is greater than her father’s degree of tallness.

- c. The superlative degree denotes the most, the largest, etc., by which it differs from other things.

So comparison is to show or to point out the degrees quality of someone, something, and others

Examples:

- a. Anwar is as tall as Andi
- b. Indra is taller than Andri
- c. Robert is the fastest runner
- d. Andika is the most beautiful of all

2. The Kinds of Comparison

There are many kinds of comparison in English that are:

- a. Complete Sameness: It is expressed in two ways with “The Same As” and “Alike”. Example:
 - 1) My book is the same as yours.
 - 2) My ball is the same as yours.
 - 3) The two windows in this room are alike.
 - 4) Your pen and mine are alike.
- b. Similarity in many respects. The word use is like:
 - 1) Nina is like Sita.
 - 2) Mr Sofyan works like a beaver
 - 3) Your shirt is like my shirt.
- c. Similarity in one respects. It is expressed in two ways with “the same (noun) as” and “as (adj / adv) as”.
 - 1) My English teacher is the same age as my Arabic teacher.
 - 2) Rudi has the same interest as Rahmat has
 - 3) My book is the same color as yours.
 - 4) Anita does not play tennis as well as I do
 - 5) Agus’ grades are not as good as Nina’s
 - 6) he runs as fast as I do
- d. Modification of similarity terms. Example:

- 1) Mr. Ahmad is almost the same age as Mr. Amir.
 - 2) My book is just like yours.
 - 3) They are exactly alike.
- e. Comparison of two things or groups which differ. It can be an adverb or adjective. And also it can be positive, comparative, and superlative.

Example:

- 1) He is as old as I am
- 2) Joni is older than Ranti
- 3) Anita is the most beautiful n her family.
- 4) Nana runs more quickly than Nina

3. The Forms and Usage of Degrees of Comparison in English

The comparisons are divided into many groups. The writer would like to describe the comparisons and its uses. Before describing the uses of comparison, we should know that the person or thing which can be compared is adjective and adverb only. Therefore, first the writer would like to give the definition of adjective and adverb.

According to Merriam Webster: “Adjective is a word belonging to one of the major from classes in any of a great many languages, typically used a modifier of a noun to denote a quality of the thing named, to indicate its quality or extent, or to specify or designate a thing as distinct from something else.”²⁴

Meanwhile, in Business English and Communication, Stewart et-al says: “An Adjective is a word that modifies a noun or pronoun”²⁵ from the two definitions above, we have got clear definition that adjective is a qualifier of nouns and pronoun. Here is the example of adjective:

- a. He is diligent
- b. Their books are clean
- c. Anita is beautiful

²⁴ Philip Babcock Gove and Merriam Webster, *Editorial Staff...*, p. 369

²⁵ Marie M. Stewart et-al, *Business English and Communication, Fifth Edition*, (New York: McGraw-Hill, Inc, 1978), p. 174

d. Joni is a good student

The words underlined above are the examples of adjective. And those adjectives can be compared.

Stewart et-al says in the same book: “An Adverb may modify a verb, an adjective or another adverb”²⁶.

Let us see the example:

- a. Nina sings beautifully
- b. My father works hard in his office
- c. Drive your car slowly

The word underlined is an adverb. In many cases adverb are formed by adding “ly” to the adjective form of the word. But not all adverbs end in “ly”.

After talking about the definition of adjective and adverb, now the writer would like to describe the role of comparison either in adjective or in adverb.

a. Comparison of Adjective

Most adjectives change their forms to express different degrees of quality. This modification is called comparison. There are three forms of degrees of comparison:

- 1) Positive, it is used when the person or thing is compared with anything else, but they are the same. Example:
 - a) John is as tall as Harry.
 - b) My radio is as big as yours
 - c) This class is as large as that class
- 2) Comparative, it is used to express a higher or lower degree than expresses by positive degree. Example:
 - a) My pen is longer than yours
 - b) Budi is younger than Jaka
 - c) Carita beach is more beautiful than Salira beach
- 3) Superlative, it is used to denote the highest or lowest degree. Example:
 - a) Joni is highest of all

²⁶ Marie M. Stewart et-al, *Business English...*, p. 174

- b) Jane is the most beautiful of all
- c) Jakarta is the biggest city in Indonesia

b. Forms of Adjective Comparison

In comparison of adjective there are two forms, they are irregular and regular forms.

1) Irregular forms of comparison

A small group of highly frequent adjectives have comparative and superlative forms with stems which are different the base:

good	better	best
bad	worse	worst
far	farther	farthest
far	further	furthest

	irregular	than	
	comparative		
This ice cream is	better	than	the other brands

	irregular	
	superlative	
This ice cream is	the best	of all

Avoid using a regular form instead of an irregular form for these adjectives.

EXAMPLES

INCORRECT : The lab is more far from the bus stop than the library

CORRECT : The lab is farther from the bus stop than the library

Or

The lab is further from the bus stop than the library

INCORRECT : The badest accidents in the history of the city occurred last night on the North Freeway

CORRECT : The worst accidents in the history of the city occurred last night on the North Freeway

INCORRECT : These photographs are very good, but that one is the better of all

CORRECT : These photographs are very good, but that one is the best of all²⁷

2) Regular forms of comparison

With adjective taking regular inflections, certain changes in spelling or pronunciation may be introduced in the base of the adjective when the suffixes are added.

a A single consonant at the end is doubled before –er and –est when the preceding vowel is stressed and spelled with a single letter.

Big ~ bigger ~ biggest

But contrast

Neat ~ neater ~ neatest

Thick ~ thicker ~ thickest

b In bases ending in a consonant followed by –y, y changes to –i before –er and –est:

Angry ~ angrier ~ angriest

c If the base ends in a mute (unpronounced) –e, this e is dropped before the inflection:

Pure ~ purer ~ purest

The same applies if the base ends in –ee:

Free ~ freer ~ freest / fri:ist/

d Syllabic /l/, as in simple, ceases to be syllabic when inflections are added

²⁷ Barron's, *How to Prepare for the TOEFL Eight Edition*, (Indonesia: Binarupe Aksara, 1997), p. 167-168

e Even for speaker who do not pronounce final r, the r is pronounced before the inflections, as in poorer²⁸.

Moreover, the rules for adjectives of two syllables are more complicated. Some adjectives form the comparative and superlative with –er, -est, some with more, most, others in either of these ways.

<i>Two Syllable Adjectives with –er, -est</i>	<i>Two Syllable Adjectives with more, most</i>	<i>Two Syllable Adjectives with –er, est, or more, most (The –er, -est, Forms are less Formal)</i>
1. adjectives ending in –y preceded by a consonant - prettier - dirtier - noisier - happier (also unhappier)	1. most adjectives ending in derivational suffixes: -ous, -ish, -ful, -ing, -ed , etc. – more famous - more useful - more childish - more interesting - more tired	1. –ow narrower shallower mellow --some handsome wholesomer loner
2. adjectives ending in – ple, -ble , occasionally –tie, -die - simpler - nobler - humbler - subtler - idler	2. many adjectives ending in –ct, -nt, -st - more exact - more recent - more honest - more urgent	2. others stressed on first syllable: pleasanter, crueller, quitier, stupider, commoner

²⁸ Sidney Green baum & Randolph Quirk, *A Student's Grammar of the English Language*, (London: Longman, 1990), p. 152-155

		3. stressed on second syllable: politer, profounder, remoter, obscurer, sincerer, severer, securer.
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c. Forms of Adverbs Comparison

With adverbs of two or more syllables we form the comparative and superlative by putting more and most before the positive form. Just as adjectives have comparison, adverbs follow the same general rules for comparison as adjective.

1) By adding “*er*” or “*est*” to adverbs containing one syllable. Example:

Positive	Comparative	Superlative
Fast	Faster	Fastest
Late	Later	Latest
Soon	Sooner	Soonest

2) By using “*more*” or “*most*” with those adverbs ending in “*ly*”. Example:

Positive	Comparative	Superlative
Slowly	More slowly	Most slowly
Hastily	More hastily	Most hastily
Carefully	More carefully	Most carefully
Happily	More happily	Most happily

For small number of adverbs, the inflected forms used for comparison are the same as those for adjectives. As with adjectives, there is a small group with comparatives and superlatives formed from different stems. The comparative and superlative inflections are identical with those for the corresponding adjectives good, bad, and far and the quantifiers much and little:

Bad	~ worse	~ worst
Well	~ better	~ best
Little	~ less (lesser)	~ least
Far	~ further	~ furthest (used more widely)
	~ farther	~ farthest (of distance only)
Much	~ more	~ most

d. Typical difficulties for learners

Comprehension

In listening learners may fail to recognize comparative and superlative forms, particularly if they are unaware of or unused to the way in which we characteristically pronounce *than* and the *-er* and *-est* endings very weakly. They may, for example, hear *bigger* and *biggest* as *big*, and may hear *than* as *the*.

The final / t / in words like *biggest* and the final / n / in *than* often disappear before another consonant (*biggest place* - / bigis - pleis / : *than me* - / ðəmi : /). This may also lead to students failing to recognize the forms.

Speaking and writing

Over – using more and most

Learners often use *more* and *most* when it would be more normal to add *-er* or *-est* to the word.

- *He is more tall than me*

They also sometimes use *more* or *most* in addition to *-er* or *-est*. Whereas *more tall than* is only odd (rather than incorrect), the following is clearly wrong:

- *They are more better than us.*

Over – use of -er and -est

This problem is rarer than the over – use of *more* and *most*

Learners may not know the appropriate irregular forms.

- *I am wearing my goodest pair of shoes.*
- *I don't want to talk farer.*

They may use *-er* or *-est* with long as well as short adjectives
- *Minsk is the beautifullest city in my country*

C. The Application of Cooperative Learning in Teaching Degree of Comparison at MTs Attaqwa 02 Bekasi

To apply cooperative learning in teaching learning process, the teacher has to do as follows:

1. Present and explain the goal of the cooperative learning strategy and the material clearly.

Before the student get the teaching learning process, make sure that the students know exactly what to do before they divide into groups. The teacher simply explains what cooperative learning is, why they are doing cooperative work and what they are supposed to do.

After that the teacher explains about degree of comparison using objects, model of dialogue and questions, and explains about the basic rule of degree of comparison and then can practice it in written and oral.

2. Make small group based on the heterogeneous class

Make a group based on their grade in the class; for each group contains the smart, adequate and less smart students, each group contains five students. Students do help one another, because the kind of work they have to do involves co-operation and collaboration. And you only have to listen into group work to hear students correcting one another's mistakes.

3. Give the instruction clearly, whether it is the individual project or group project

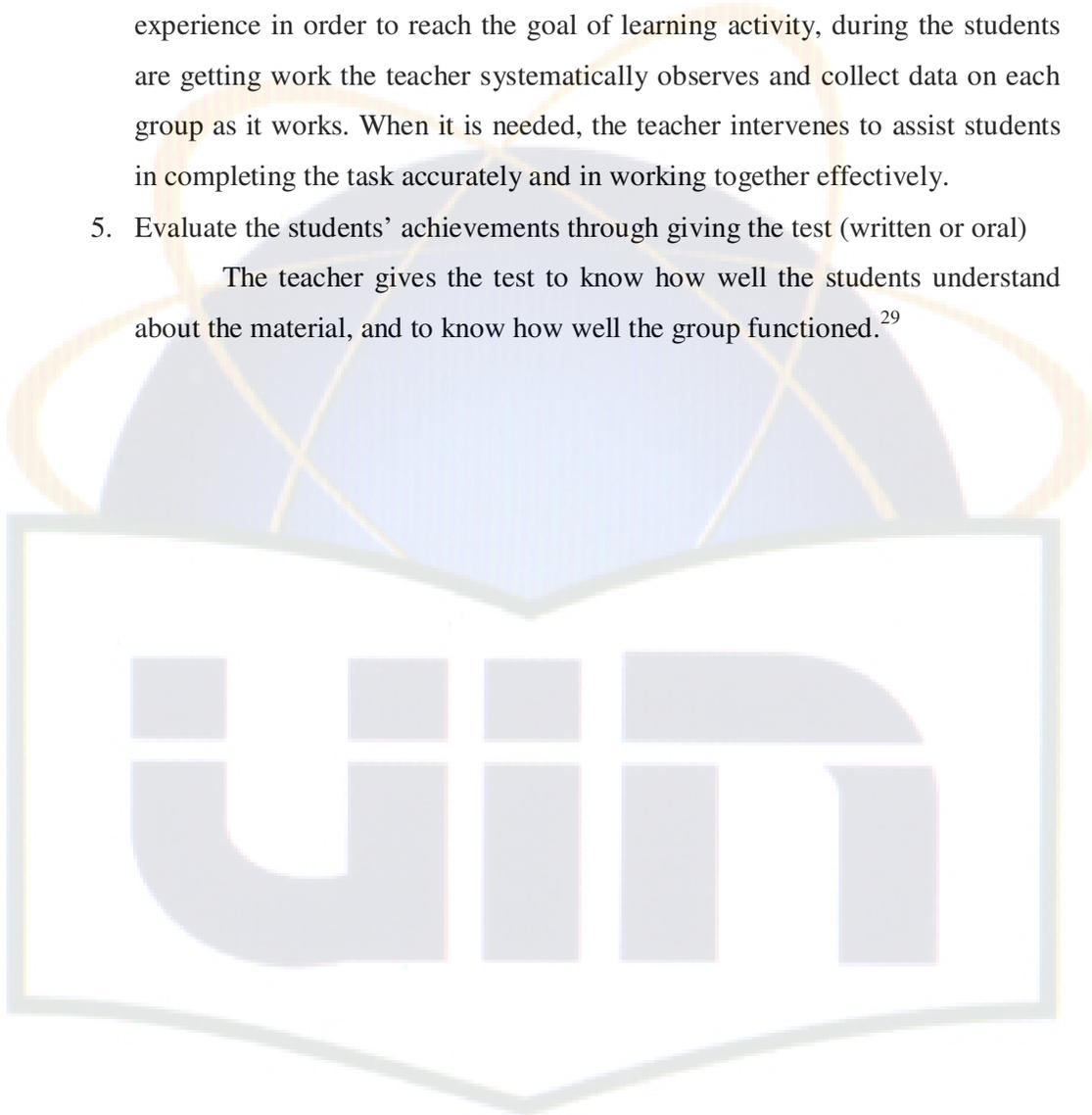
The teacher explains that each group will accept the different project; she explains that each student will be an expert. In the "expert step" the student in each group will learn the project together. Then, the teacher asks one student of one group to teach his group's project to the other groups, so do the other groups

4. Monitor students 'learning and intervene within the groups to provide task assistance or to increase students' teamwork skills.

The teacher gives the students opportunity to acquire learning experience in order to reach the goal of learning activity, during the students are getting work the teacher systematically observes and collect data on each group as it works. When it is needed, the teacher intervenes to assist students in completing the task accurately and in working together effectively.

5. Evaluate the students' achievements through giving the test (written or oral)

The teacher gives the test to know how well the students understand about the material, and to know how well the group functioned.²⁹



²⁹ <http://exchange.state.gov/forum/vols/vol40/no2/p38d.htm>

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. The Purpose of Study

The purpose of the research is to know the effectiveness of cooperative learning in teaching degree of comparison at the second year students of MTs Attaqwa 02 Bekasi. And the writer hopes it will give a better way in teaching English especially in teaching degree of comparison.

2. Place and time of Study

The writer did her research at MTs Attaqwa 02 which is located in JL. Kaliabang Bungur Pejuang Kecamatan Medan Satria Kota Bekasi. She conducted this research from 17th up to 26th of November 2008.

3. Population and Sample

The population of this research is all the second year students of MTs Attaqwa 02 Bekasi. The second year of this school consists of two classes, 8.1. consists of 30 students and 8.2 consists of 30 students. The sample of this research is 60 students, which is divided into 2 classes, 8.2. class as the experiment class and 8.1. as the control class.

4. Instrument of the Research

The instrument of the research used by writer is a test given to the students. The test consists of 25 items divided into three parts. First part consists of 10 items for multiple choices (structure) to measure the students knowledge about adjective regular comparison. The second consists of 10 items for fill in the blank spaces to measure the students knowledge about adverb regular comparison and the last part consist of 5 items for complete the sentences to measure the student knowledge about irregular adjective and adverb comparison.

5. Technique of Data Collecting

One important thing in this research is the technique of data collecting that can determine the results of the research. The techniques of collecting data used in this research are:

a. Pre-Test

The pre-test was given by the writer in the beginning of attending class 8.2. and 8.1. class to know the students knowledge of the material that will be taught.

b. Post-Test.

The writer gave the students post-test for the 8.2. and 8.1 class after the lesson finished.

6. Technique of Data Analysis

To analyze the data, the writer uses the comparative technique. The comparative technique is analysis technique to evaluate hypothesis concerning with the differences between two variables that examined statistically. The writer compares the score between experiment class and control class. To find out the differences of the students score of the application cooperative learning in teaching degree of comparison to the students score without applying cooperative learning, the writer will be compared both scores used t-test. The formula as follows:³⁰

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2} \right)}}$$

B. Research Finding

1. Data Description

To know the result of the test, the writer makes the table of student's score for each class as follow:

³⁰ Drs. Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2002), p.297

Table 3.1

The Result of Experiment Class with Cooperative Learning

Student	Pre-Test	Post-Test	Gain
1	44	88	44
2	44	68	24
3	48	100	52
4	40	72	32
5	52	100	48
6	44	96	52
7	36	76	40
8	40	80	40
9	52	80	28
10	60	76	16
11	48	80	32
12	56	76	20
13	60	76	16
14	56	72	16
15	60	72	12
16	56	68	12
17	32	68	36
18	48	68	20
19	56	76	20
20	60	80	20
21	44	72	28
22	44	84	40
23	56	88	32
24	52	84	32
25	52	96	22
26	48	76	28
27	48	72	24
28	44	84	40
29	40	72	32
30	44	84	40
N = 30	$\Sigma X_1 = \frac{1464}{30} = 48.8$	$\Sigma X_2 = \frac{2384}{30} = 79.46$	$\Sigma X = \frac{920}{30} = 30.67$

The writer determines mean of variable 1 using this formula:

$$M_x = \frac{\sum x}{N} = \frac{920}{30} = 30,67$$

Table 3.2

The Result of Control Class without Cooperative Learning

Student	Pre-Test	Post-Test	Gained Score
1	40	68	28
2	52	60	8
3	60	72	12
4	36	60	24
5	52	68	16
6	52	68	16
7	44	56	12
8	32	60	28
9	56	68	12
10	36	72	36
11	48	68	20
12	52	76	24
13	48	60	12
14	32	68	36
15	32	60	28
16	56	72	16
17	60	76	16
18	44	64	20
19	52	72	20
20	52	68	16
21	36	72	36
22	60	76	16
23	40	68	28
24	44	76	32
25	60	68	8
26	52	72	20
27	32	64	32
28	36	68	32
29	52	68	16
30	60	76	16
N = 30	$\Sigma Y_1 = \frac{1408}{30} = 46.93$	$\Sigma Y_2 = \frac{2044}{30} = 68.13$	$\Sigma Y = \frac{636}{30} = 21.2$

From the result of experiment class the highest score is 100 and the lowest score is 68, meanwhile in the control class the highest score is 76 and the lowest score is 56.

Table 3.3
The Result Calculation of Gain Score Both Experiment Class
and Control Class

No	X	Y	x	y	x ²	y ²
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1	44	28	13.33	6.8	177.6889	46.24
2	24	8	-6.67	-13.2	-44.4889	-174.24
3	52	12	21.33	-9.2	454.9689	-84.64
4	32	24	1.33	2.8	1.7689	7.84
5	48	16	17.33	-5.2	300.3289	-27.04
6	52	16	21.33	-5.2	454.9689	-27.04
7	40	12	9.33	-9.2	87.0489	-84.64
8	40	28	9.33	6.8	87.0489	46.24
9	28	12	-2.67	-9.2	7.1289	-84.64
10	16	36	-14.67	14.8	-215.2089	219.04
11	32	20	1.33	-1.2	1.7689	-1.44
12	20	24	-10.67	2.8	-113.8489	7.84
13	16	12	-14.67	-9.2	-215.2089	-84.64
14	16	36	-14.67	14.8	-215.2089	219.04
15	12	28	-18.67	6.8	-348.5689	46.24
16	12	16	18.67	-5.2	-348.5689	-27.04
17	36	16	5.33	-5.2	28.4089	-27.04
18	20	20	-10.67	-1.2	-113.8489	-1.44
19	20	20	-10.67	-1.2	-113.8489	-1.44
20	20	16	-10.67	-5.2	-113.8489	-27.04
21	28	36	-2.67	14.8	7.1289	219.04
22	40	16	9.33	-5.2	87.0489	-27.04
23	32	28	1.33	6.8	1.7689	46.24
24	32	32	1.33	10.8	1.7689	116.4
25	22	8	13.33	-13.2	177.6889	-174.24
26	28	20	-2.67	-1.2	7.1289	-1.44
27	24	32	-6.67	10.8	-44.4889	116.4
28	40	32	9.33	10.8	87.0489	116.4
29	32	16	1.33	-5.2	1.7689	-27.04
30	40	16	9.33	-5.2	87.0489	-27.04
Total	920	636	0	0	3950.427	2143.8

a) Determining mean I with the formula:

$$M_1 = \frac{\sum X}{N} = \frac{920}{30} = 30.67$$

b) Determining mean of variable II with the formula:

$$M_2 = \frac{\sum Y}{N} = \frac{636}{30} = 21.2$$

c) Determining of Standard Deviation of Variable 1 with the formula:

$$SD_1 = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{3950.427}{30}} = \sqrt{131.6809} = 11.47$$

d) Determining of Standard Deviation of Variable II with the formula:

$$SD_2 = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2143.8}{30}} = \sqrt{71.46} = 8.45$$

e) Determining Standard Error Mean of Variable I with the formula:

$$\begin{aligned} SE_{M1} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\ &= \frac{11.47}{\sqrt{30 - 1}} \\ &= \frac{11.47}{\sqrt{29}} \\ &= \frac{11.47}{5.385} \\ &= 2.12 \end{aligned}$$

f) Determining Standard Error Mean of Variable II with the formula:

$$\begin{aligned} SE_{M2} &= \frac{SD_2}{\sqrt{N_2 - 1}} \\ &= \frac{8.45}{\sqrt{30 - 1}} \\ &= \frac{8.45}{\sqrt{29}} \\ &= \frac{8.45}{5.385} \\ &= 1.56 \end{aligned}$$

g) Determining Standard Error of the Different Mean Between Variable I and Variable II with the formula:

$$\begin{aligned}
 SE_{M_1-M_2} &= SE_{M_1} + SE_{M_2} \\
 &= \sqrt{2.12^2 + 1.56^2} \\
 &= \sqrt{4.49 + 2.43} \\
 &= \sqrt{6.92} \\
 &= 2.63
 \end{aligned}$$

h) Determining t_o with the formula:

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\
 t_o &= \frac{30.67 - 21.2}{2.63} \\
 &= \frac{9.47}{2.63} \\
 &= 3.60
 \end{aligned}$$

i) Determining t-table in significance level 5% and 1% with df:

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= (30 + 30) - 2 \\
 &= 58
 \end{aligned}$$

df = 58 (see the table of "t" scores at the degree of significance of 5% and 1%. Because the value of 58 is not mentioned in the table, the writer uses that closer to 58 is 60 as degree of freedom (df))

T table (tt) at significance 5% = 2.00

T table (tt) at significance 1% = 2.65

5% = $t_o > t_t = 3.60 > 2.00$

1% = $t_o > t_t = 3.60 > 2.65$.

2. Data Interpretation

To prove the hypothesis. The data obtained from the experimented class and controlled class is calculated by using t-test formula with assumption as follow:

If $t_o > t_t$ The alternative hypothesis is accepted. It means there is significance different between teaching degree of comparison using Cooperative Learning and without Cooperative Learning.

If $t_o < t_t$ The alternative hypothesis is rejected. It means there is no significance different between teaching degree of comparison using Cooperative Learning and without Cooperative Learning.

From the result of the statistic calculation indicates that the value of the t_o is 3.60. The degree of freedom (df) is 60. Because the value of 58 is not mentioned in the table, the writer uses that closer to 58 is 60 as degree of freedom (df). In this paper, the writer uses the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df of 60 the degree of significance of 5% is 2.00 and 1% is 2.65. Compared the two with each value of the degree of significance, the result of t_t significance 5% = 2.00. So, $t_o : t_t = 3.60 > 2.00$, and the result of t_t significance 1% = 2.65. So, $t_o : t_t = 3.60 > 2.65$ it means that h_a (alternative hypothesis of the research is accepted and h_o (null hypothesis) is rejected or there is significance different result between teaching degree of comparison using cooperative learning and without using cooperative learning.

3. Hypothesis Testing

The writer states the hypothesis as follows: H_a : There is significance result different between teaching Degree of Comparison using Cooperative Learning and without Cooperative Learning. H_o : There is no significance result different between teaching Degree of Comparison using Cooperative Learning and without using Cooperative Learning.

The statistic hypothesis states that: if $t_o > t_t$, it means that there is significant result difference and H_a is accepted, and if $t_o < t_t$, it means that there is no significance result different and h_a is rejected and h_o is accepted

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that have been collected from the test of hypothesis and data interpretation the writer concludes that the application of cooperative learning is more effective in teaching degree of comparison. It can be seen from the T-test result is $2.00 < 3.60 > 2.65$ and the difference of mean scores of pre-test of experimental class is 48.8 and the controlled class is 46.9. Meanwhile, mean scores of post-test of experimental class is 79.46 and the controlled class is 68.13. The result above proven that there is significance different in students' score between teaching degree of comparison using cooperative learning and without cooperative learning.

The application of cooperative learning actually supports the students to collaborate and cooperate each other in improving their understanding about degree of comparison.

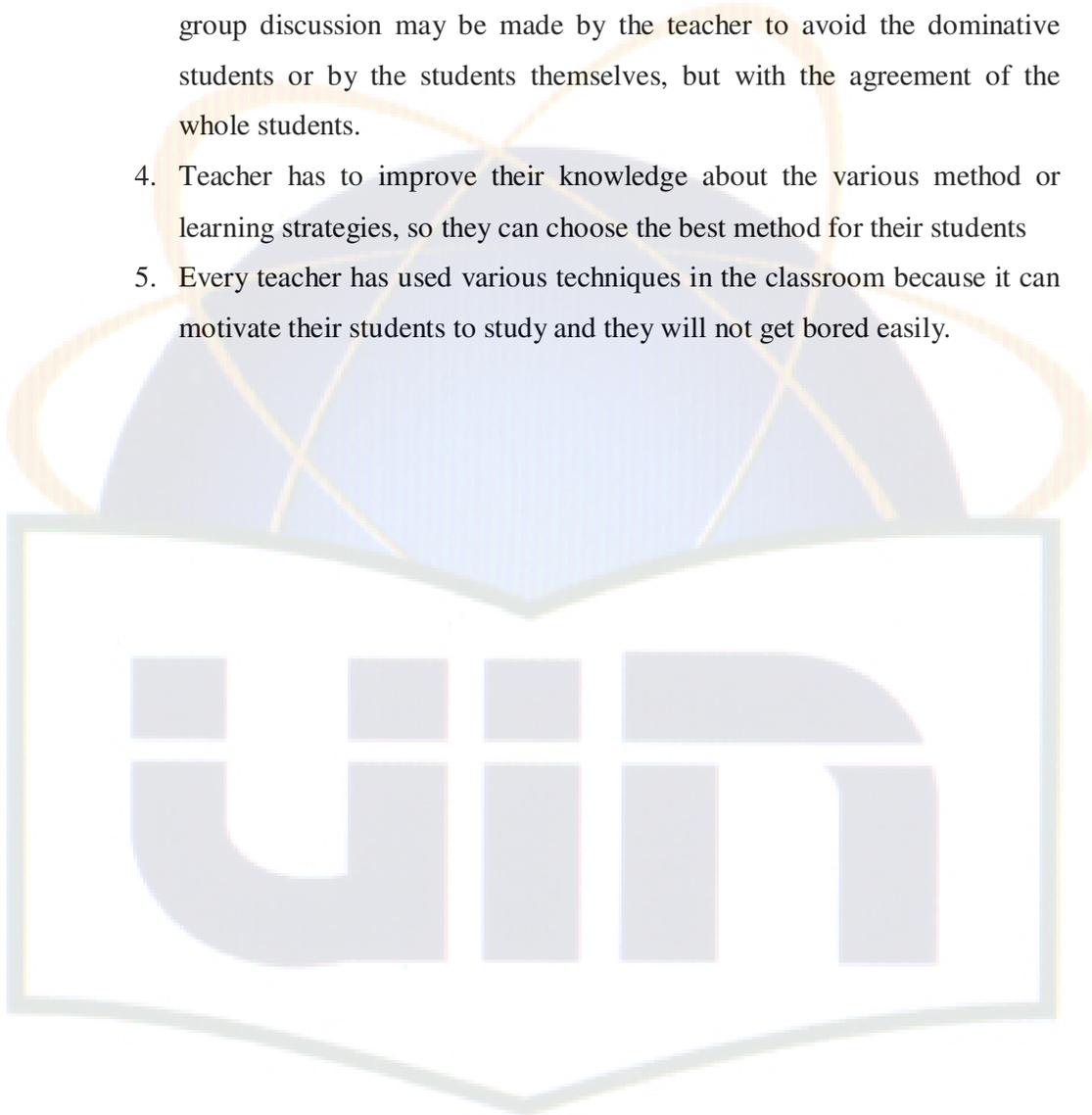
B. Suggestion

Referring to the conclusion, the writer would like to suggest as follows:

1. An English teacher should be able to manage and to control small group discussion or any kind of cooperative learning activities to encourage cooperation among the students and eliminate competition. Because was difficult to maintain the effective learning without the class which under controlled. Since small group discussion is the effective learning for students, teacher should not leave the class.
2. Teacher has to be well preparation. He has to spend much time to select the suitable topic which related to their English lesson and design them well. If it necessary the teacher can use media to get the students more understand.
3. Teacher has to be a good facilitator for the students by keeping control of the class especially when they share information to each other so that they

can learn to respect and to understand other student's opinion. The team or group discussion may be made by the teacher to avoid the dominative students or by the students themselves, but with the agreement of the whole students.

4. Teacher has to improve their knowledge about the various method or learning strategies, so they can choose the best method for their students
5. Every teacher has used various techniques in the classroom because it can motivate their students to study and they will not get bored easily.



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