ENHANCING LEARNING OUTCOMES DESCRIPTIVE TEXT ENGLISH THROUGH COOPERATIVE LEARNING

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Abstract

The purpose of this study is to improve student learning outcomes in learning Descriptive Text. The subjects were students of Class 7E SMPN 2 Cirebon with 42 people. This research method uses a combined method. This research was conducted in 2 cycles. Quantitative findings increased from an average value of 64 to 90 or an increase of 40.63%, while in groups from 75.6 to 94 or an increase of 24.34%. The questionnaire given in the form of a feedback sheet of students 99.392% answered Yes and 0.608% answered No, while the qualitative findings show an increase in learning Descriptive Text. In conclusion, Language Learning English can be Increased by using "L2D" in the learning process Text December descriptive of category enough in cycle 1 to be good at 2.dapat cycle of increasing the value of student learning outcomes than the average 6 3.5 in cycle 1 increases to average mean 9 4.5 in cycle 2.

Keywords: Leaflet L negation descriptive Text, Learning Outcomes, Descriptive Text

English lessons are one of the subjects that are tested nationally in the National Examination (UN) every year. This subject is so important that every school treats English as a subject that is considered difficult.

In the 2006 SMP / MTs Education Unit (KTSP) Curriculum and 2013 Curriculum, it is explained that English is a tool for communicating verbally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and the development of science, technology, and culture. The ability to communicate within the meaning of the whole is the ability of discourse items, namely the ability to understand and/or produce a spoken text and/or write implementation in the four language skills (four language skills), t u listening (*listening*), speaking (*speaking*), reading (*reading*), and *writing*. These four skills are used to respond or create discourse in community life. Therefore, English subjects are directed to develop these skills so that graduates can communicate and speak in English at a certain literacy level.

The literacy level involves *performance, functional, informational, and epistemic*. At the level of *performance*, people can read, deceive, listen to, and speak with the symbols used. At the *functional* level, people can use language to meet the needs of daily life such as reading news, manuals or instructions. At the *informational* level, people can access knowledge with language skills, while at the *epistemic* level, people can express knowledge into the target language (Wells, 1987).

In the curriculum of 2013, educators are required to use learning a bad 21 items, namely the existence of 4C (*Creativity and Innovation, Critical Thinking and Problem Solving, Collaboration* and *C communicate*), strengthening education Character (KDP) and Literacy in the HOTS (*Higher Order Thinking Skill*) learning and use assessment

SMPN 2 Cirebon grade 7 in learning English target roommates you want to Achieve not Achieve the results of learning are satisfactory, especially in writing descriptive texts simpler namely Rated K criteria completeness Minimal (KKM) 7 0 has not achieved satisfactory results.

Therefore it is necessary to hold a Learning Innovation with the title: THE USE of " *L2D* " *(Descriptive Circle Leaflet)* in improving the learning outcomes of descriptive texts.

The formulation of the problem in Learning Innovation uses question sentences

" Can the use of" L2D "improve learning outcomes for descriptive texts? "

Based on the above problem formulation, the objectives of this Learning Innovation are carried out: To reveal the use of "L2D" in improving the learning outcomes of Class 7E Descriptive Text of SMPN 2 Cirebon in the 2017-2018 school year. This work of learning innovation is expected to be beneficial for:
1. Student
   a. Provide a different and fun atmosphere for students by using cooperative learning to improve the learning outcomes of their Descriptive Texts.
   b. Students are given different learning experience, with cooperative learning they can make descriptive texts
2. Teacher
   a. L2D is very helpful to teachers in the process of making descriptive texts.
   b. Obtain input as material for consideration of learning media on other subject matter.
3. Researcher
   a. As one of the reference materials for further class action research regarding learning that is relevant to this research.
   b. Consider one of the learning media in the teaching and learning process.
   c. Making this research as one of the ingredients for other researchers to revise this study.
4. Institution (School)

   This Learning Innovation Work is beneficial for schools as a positive motivation for teachers in research schools and teachers in other schools to be able to produce more learning media and is an achievement for schools that can produce works of innovative learning productive.

Cooperative Learning (CL)

The concept/theory underlying this learning innovation work is Cooperative Learning (CL), why CL? Researchers use cooperative learning based on collaborative learning by the 2013 curriculum, namely collaborating in the learning process.

Cooperative learning is a form of learning that is based on constructivist understanding. Cooperative learning is a learning strategy with some students as members of small groups with different levels of ability. In completing their group assignments, each student group member must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the lesson material.

From the description of Cooperative learning above, the researcher defines that cooperative learning is a teaching and learning process that prioritizes the formation of groups by teachers between students and teachers and between students and students towards students to achieve the expected learning goals.

Numbered Head Together (NHT)

Researchers in the use of cooperative learning apply the cooperative learning model *Numbered Head Together* (*NHT*).

The *Numbered Heads Together* model is a learning model in which each student is numbered and made into a group, then the teacher randomly calls out a number from the student. Slavin (2005: 256) explained that NHT is a group discussion, the distortion is that only one student will be the group's representative. But before that, they were not told who was the representative of the group. The application of the NHT model ensures the total involvement of all students.

Meanwhile, Kagan in Ibrahim (2000: 28) NHT model is part of the structural cooperative learning model, which emphasizes specific structures that are designed to influence student interaction patterns and has a specific goal to improve student academic mastery by involving students studying material that is included in a lesson and student understanding of the content of the lesson.

Based on the above theory, the researcher concludes that the NHT cooperative learning model is a cooperative model designed to influence students 'mindset to increase students' activities and academics to solve problems in group discussions and each group member has a different number.

Descriptive text *(Descriptive Text)*

The use of cooperative learning in learning English 7th grade junior high school aims to improve learning outcomes of descriptive text (Descriptive Text) students.

An explanation of this descriptive text is explained by Emi Emilia (2011: 82-83) as follows:

The purpose of descriptive text is to provide information about something or someone.

Descriptive texts have the following organizational structure:

1. General Statement
    a. Introducing the topic;
    b. Provide general information about what will be described, such as general categories;
    c. Show what will be described.

Description

It provides information about the topics discussed and the information is grouped into sections. This description section can be sorted from the most important to the least important or from the most general to the specific or specific.

Linguistic Characteristics

1. Use specific participants;
2. Use *action* verbs, especially when describing the behavior or behavior of the animal or person described;
3. Use a lot of "linking verbs" (is, are, has, have, belong to);
4. Usually using the present tense "I have a friend, his name is Samsul", "cats are mammals';
5. Use descriptive language, but factual and precise, not imaginative or "lively"
6. Use language to define, classify, compare and differentiate (are called, belong to, can be classified as, are similar to, are more powerful than);
7. The possibilities of having technical words, according to the object or something described;
8. Use a writing style that is formal and objective. The use of the pronoun "I" and "we" and the writer's opinion is not appropriate in this type of text.

L2D (Descriptive Text Circle Leaflet)

L2D is a media mix between leaflets and Dart Board Games.

L2D stands for Descriptive Circle Leaflet text.

Leaflets are made from A4 size HVS paper and folded into 3 parts and made as a Worksheet (LK).

1. The initial part is people experience *picture* or image will be described, image name, group name, and group members.
2. The middle part of the *vocabulary* or vocabulary page contains words related to the image to be described.
3. The final part is the title of the descriptive text and a full description of the descriptive text.

Picture *Leaflet*

Descriptive Text Circle

Descriptive Text Circle is a learning medium that is a modification of the *Dart Board* which contains themes in descriptive text learning, namely *People, Animal* and *Place* and the ball as a throwing tool to the *Descriptive Text* Circle board.

METHOD

The approach in this study is a combined approach to the method of action**.** Research place at SMPN 2 Cirebon . Timing The study was conducted in January 2018 to April 2018. The research was conducted in Class 7 E SMPN 2 Cirebon with a total of 42 students. Research Procedure. This Classroom Action Research Procedure is carried out in 2 cycles and each cycle is carried out according to the changes achieved, following the design factor under study. Based on the initial reflection, the class action research procedures include (1) planning, (2) acting, (3) observation, (4) reflection in each cycle.

RESULT

In this action research class the following results were obtained:

Description of cycle 1

Planning

Before the action is taken, the teacher and the collaboration team hold a discussion about the steps of the activity including preparing a learning tool and Learning Innovation as well as an explanation of how to fill it out.

Action Implementation

1. The teacher conducts learning activities according to the learning (RPP Attached).
2. Students participate in learning activities and carry out activities in accordance with the activities of teaching and learning.
3. Observer performs observations of implementation learning, student activities, and student competency test results. The photos of the learning process activities (attached).

Table Value of Work Evaluation for Cycle 1 and Cycle 2 groups

No	Group name	Evaluation Value		Information
		Cycle 1	Cycle 2	

1	I	80	100	Ride
2	II	65	90	Ride
3	III	60	100	Ride
4	IV	60	90	Ride
5	V	70	100	Ride
6	VI	50	90	Ride
7	VII	60	95	Ride
8	VIII	60	90	Ride
9	IX	60	90	Ride
10	X	70	100	Ride
Average		63 . 5	94 , 5	Ride

The level of mastery of English material on Descriptive Texts has increased in cycle 1 by an average of 63.5 and increased to 94 , 5 in cycle 2 Increased group learning outcomes can also be seen in the following chart ;

Table Results of Student Information Sheets

Give checklist (V) in the column yes/no

No	Question	Yes	No
1	Are you happy with the use of *"L2D"* in learning Descriptive Texts?	42	
2	Do you understand Descriptive Text using *"L2D"*?	41	1
3	Can the application of " L2D" increase the understanding of material about Descriptive Texts?	42	
4	Does the division of learning groups in the class of teachers have followed the specified criteria?	42	
5	Does the teacher guide you if you find difficulties in the group?	42	
6	Is the Worksheet given by the Teacher clear and understood?	41	1
7	Do you agree if in learning Descriptive Text in class using *"L2D"* ?	42	

From the table and graph above, researchers found 99,392% of students answered Yes and 0.608% of students answered No from the 7 questions given. Then it can be concluded that "L2D" can be received very well and can improve learning outcomes in English in Descriptive Text material.

DISCUSSION

From the findings in the above shows that student learning outcomes are increased with the use of cooperative learning in the learning descriptive text. Students can make simple descriptive texts both individually and in groups.

The use of leaflets and media dartboard helps students in writing sentence sentences in making descriptive texts. While the activeness of the students increased, they were excited and enthusiastic in each of the stages of learning from the starting group formation, aiming the dartboard, choosing images from the shots they could, collaborating in composing descriptive texts and communicating with other students in reading the results of their writing. So the descriptive text circle leaflet can help students in the process of

learning English both from listening, speaking, reading and writing skills (four language skills). Through this media students are able, increasing learning outcomes and active in the process of learning descriptive text.

This is in line with the theoretical used in this study. L2D is the instructional media innovation made by the researchers, taking from Several sources theory that theory of cooperative learning (Cooperative Learning), why CL? Researchers use cooperative learning based on collaborative learning following the 2013 curriculum, namely collaborating in the learning process.

Cooperative learning is an active learning strategy, class looks like machine learning and students; including their learning activities as fuel that drives the engine; students are grouped by teachers in four to five members and one team; these students are heterogeneous in ability and sex; they are mixed between social class, race, ethnicity, and religion. Students in the team give the results of the work each student in the team learns what is assigned by the teacher as the result of their work, Gracia (199: 186).

From the description of Cooperative learning above, the researcher defines that cooperative learning is a teaching and learning process that prioritizes the formation of groups by teachers between students and teachers and between students and students towards students in order to achieve the expected learning goals. In the process of grouping/*grouping* instructional *Cooperative learning*, Researchers used the stage NHT Model *Numbered Heads Together* is a model of learning by each student is given a number and is made of a group, then randomly teacher calls the number of students. Slavin (2005: 256).

Suprijono (2009: 92) explained the steps of learning to use numbered heads together, namely:

1. Numbering, the teacher divides the class into small groups.
2. The teacher asks several questions that must be answered by each group.
3. Discussion groups find answers. On this occasion, each group discussed thinking about answers to questions from the teacher. Putting his head together "heads together".
4. The teacher calls on students who have the same number for each group. They are given the opportunity to give answers to questions they have received from the teacher.

Based on that answer the teacher can develop a deeper discussion, so students can find the answer to the question as intact knowledge. In this case, the researcher only uses the grouping process not the NHT process as a whole. The researcher only takes step no 1 in the NHT Model. NHT uses numbers while researchers use the names of animals adapted to the descriptive text theme about animals. Example: cat, elephant, cow, etc)

The use of cooperative learning in learning English 7th grade E SMP aims to improve student learning outcomes of descriptive text. An explanation of this Descriptive Text is explained by Emi Emilia (2011: 82-83) as follows: The purpose of the descriptive text is to provide information about something or someone.

Descriptive texts have the following organizational structure:

General Statement

Introducing the topic;

Provide general information about what will be described, such as general categories;

Show what will be described.

Before using cooperative learning where Cooperative learning uses the concept of cooperative learning so that researchers try to find relevant findings related to learning that uses cooperative learning has been done by Agus S (2006: 41-48) by using Cooperative Learning learning models with the conclusion that this model can improve competencies, activities, and motivation to learn This is reinforced by Pandagi: 1) Lie Anita in his book "Cooperative Learning" (CL), which states that CL makes students copy positive

and responsible dependence. 2) Kagan (1992) CL teams, cooperation, simultaneous interaction. 3) Dewey (1996) with CL students actively learning while doing, collaborating, understanding and respecting others.

Researchers also found a Learning Innovation about English lessons that use the debating learning model by Asep Zakaria (2006: 49-55) in which the result is a Debate Model can:

1. Applied in the learning process in the classroom at the secondary level.
2. Very effective for growing students' courage to communicate.
3. Creating a constructive-varied learning atmosphere so that it is not boring for both students and teachers.
4. Quantitatively able to improve the ability of students is evidenced by the data values that were at an average of 6.44 to 7.31 after the first cycle and 7.50 after the second cycle.

In line with the findings of this study, Nirmala (2006: 56-61) in the Innovation of Learning classroom action, then concluded that efforts to increase students' confidence in speaking English, in this case, revealed, the request for forgiveness or forgiveness (*saying sorry or accept apology*) by using *Pair Work* and *Small groups* can be said as one of the efforts and effective methods to achieve the expected goals.

Referring to the findings, the researcher gives the following suggestions.

1. Grow the courage to ask questions, express opinions, file the idea of and Gives motivation ability arguing that there is an increase in achievement.
2. To increase the activity of students in the learning process, we recommend using media learning varies between "L2D" which has been proven to improve student learning outcomes either individually or in groups.
3. Give the motivation to seek and impart information, and Utilize existing learning resources.
   More encouraging students to improve their work. Prepare learning tools/media. Carry out apperception, Deliver learning objectives, Motivate the learning process.

CONCLUSION

After having held a Class Action Research in grade 7 E SMPN 2 Cirebon can be concluded that by clicking used "L2D" in the learning process Text December descriptive can improve student learning outcomes da ri on average 6 3.5 in cycle 1 increases to average mean 9 4.5 in cycle 2.

Students feel happy in following each stage in the learning process using L2D.

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