THE EFFECTIVENESS OF TEAM PROJECT TECHNIQUE IN COOPERATIVE LEARNING METHOD TO TEACH WRITING VIEWED FROM STUDENTS’ CREATIVITY

(An Experimental Study at the Fourth Semester of English Department of Purworejo Muhammadiyah University in the Academic Year of 2012/2013)

Written by
ERNA SUSILANINGSIH
S891202016

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APPROVAL

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This thesis proposal has been approved by the Consultants and Head of English Education of Graduate School of Sebelas Maret University Surakarta on . . . .

Consultant I

[Signature]
Dra. Dewi Rochasanti, M.Ed., Ph.D.
NIP. 196009181987072001

Consultant II

[Signature]
Dra. Diah Kristina, M.A., Ph.D.
NIP. 195905031986012001

The Head of English Education
Graduate School, Sebelas Maret University of Surakarta

[Signature]
Dr. Abdul Ashraf, M.Pd.
NIP. 192203071960031005

commit to user
LEGITIMATION FROM THE BROAD EXAMINATIONS

THE EFFECTIVENESS OF TEAM PROJECT TECHNIQUE IN COOPERATIVE LEARNING METHOD TO TEACH WRITING VIEWED FROM THE STUDENTS’ CREATIVITY
(An Experimental Study at the Fourth Semester of English Department of Purworejo Muhammadiyah University in the Academic Year of 2012/2013)

by:
Ema Santiastingsih
S891202016

This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate School of Sebelas Maret University on August 1st 2013

Chairman: Dr. Abdul Aziz, M.Pd
19920307 1948031 0005

Secretary: Dr. Ngadiso, M.Pd
19621231 1998031 0009

Examiners:
1. Dra. Dewi Rochmawati, M.Ed, PhD
19800918 1997022001

2. Dra. Diar Kristina, M.A, PhD
19900505 1986012001

The Dean of Graduate School of Sebelas Maret University

Prof. Dr. C. Ahmad Yamin, M.Si
NIP. 19610717 1986011 001

Dr. Abdul Aziz, M.Pd
NIP. 19520307 1986031 005

commit to user
PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “THE EFFECTIVENESS OF TEAM PROJECT TECHNIQUE IN COOPERATIVE LEARNING METHOD TO TEACH WRITING VIEWED FROM THE STUDENTS’ CREATIVITY (An Experimental Study at the Fourth Semester of English Department of Purworejo Muhammadiyah University in the Academic Year of 2012/2013)”. It is not a plagiarism or made by others. Anything related the other’s work is written in quotation, the source of which is listed on the bibliography. If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, August 2013

Erna Susilaningsih
S891202016
ABSTRACT


This research aims at establishing whether: (1) Team Project Technique is more effective than Guided Writing to teach writing skill; (2) the students having high creativity have better writing skill than those having low creativity; and (3) there is an interaction between teaching techniques and students' creativity in teaching writing skill to the fourth semester students of English Department Students of Purworejo Muhammadiyah University in the Academic Year of 2012/2013 in the academic year of 2012/2013.

The technique which was applied in this research was experimental study. The population of this research was the fourth semester students of English Department which consists of 218 students. The sample of the research was two classes; the class G (the experimental class) and class F (the control class). The sampling technique used was cluster random sampling. Each class was divided into two groups (the students having high and low creativity). The techniques of collecting data were creativity and writing test. The data were analyzed by using Multifactor Analysis of Variance (ANOVA) test of 2x2 and Tukey test.

The result of data analysis shows that: (1) Team Project Technique differs significantly from Guided Writing to teach writing; (2) students having high creativity differ significantly from those having low creativity; and (3) there is an interaction between teaching methods and students’ creativity in teaching writing and the result of Tukey test shows that: (a) for the students having high creativity, Team Project differs significantly from Guided Writing to teach writing, and (b) for the students having low creativity, Guided Writing does not differs significantly from Team Project technique to teach writing.

Based on the result of the research, it can be implied that Team Project Technique provides more significant result in teaching writing compared to Guided Writing. The difference of students’ creativity level also influences their ability in writing. Moreover, the research also shows that the effect of teaching technique depends on the students’ creativity. Therefore, English lecturers are recommended to be able to select the appropriate teaching technique to teach writing for the students having high and low creativity; and this research elaborate that Team Project Technique is one of recommended teaching technique which can be applied in writing class.

Keywords: Team Project Technique, Guided Writing Technique, writing skill, creativity, experimental study.
MOTTO

Which, then, of your Sustainer’s powers can you disavow?

(Q.S Ar-Rahman)
DEDICATION
This thesis is dedicated to:

My Beloved Imam, Dedi Setiaji Hertambang
My lovely kind daugther, Salwa Izza Nurzahra
My lovely baby boy, Muhammad Natsir
My Beloved parents and brothers
My best friends 'ence family' (especially: Nurince) and the Magnificent 20
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In order to improve this thesis, all supporting suggestion and criticism are openly welcome. Finally, the writer does hope that this thesis will be able to give useful contribution and ideas to improve the English teaching learning process.

Surakarta, August 2013

Erna Susilaningsih
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