THE USE OF COOPERATIVE LEARNING TO IMPROVE STUDENTS’ WRITING SKILL ON PROCEDURE TEXT. (A Classroom Action Research At the Eight Grade of SMP Muhammadiyah 6 Plupuh, Sragen in the 2015/2016 Academic Year)

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ABSTRACT
The aims of this study to at: (1) Finding out whether or not the use of cooperative learning can improve the students’ writing skill on procedure text in the Eight grade SMP Muhammadiyah 6 Plupuh, Sragen in the 2015/2016 academic year, and (2) Describing how the class condition which cooperative learning is applied in implementing in teaching writing on procedure text of the students in the eight SMP Muhammadiyah 6 Plupuh, Sragen in academic year of 2015/2016. This research was conducted at the eight grade of SMP Muhammadiyah 6 Plupuh, Sragen in Academic Year 2015/2016. The researcher used a Classroom Action Research which was conducted from December 2015 until February 2016 at class VII-A. in this action, the researcher conducted two cycles. In each cycle there were two meetings and one test. Each cycle consisted of planning, implementing, observing, reflecting, and revising. The researcher used two kind of data, namely quantitative and qualitative. In collecting data the qualitative data, the researcher used interview, observation, and documentation. Whereas in collecting the qualitative data, the researcher used test, pre-test and post-test. Based on the result, there are some improvements in students writing skill. It can be proven by the increasing of mean score from pre-test until post-test one and post-test two. The mean score of pre-test is 55, the mean score of post-test one is 69.9, and the mean score of post-test two is 77.9. It can be concluded that the use of cooperative learning can improve the students writing skill. There are some improvement in students writing skill. The students can write a procedure text good. There writing became more interesting because the students able to finest the effective choice of word for their step or action. They also paid more attention in using mechanisms for their written.

Keywords: Writing Skill, Cooperative Learning, Classroom Action Research.
INTRODUCTION

Language is the most important thing for people as a means of communication. It is basically a means of both oral and written communication. According to Shayer (1972: 67), English as a subject, because it is identified the following “subject” still being tough in elementary school across the land: oral composition, written composition, dictation, grammar, reproduction, reading, recitation, literature, spelling, and handwriting. English is one of the most fascinating, controversial, and challenging subject of the school curriculum.

The Students must know and master four language skills. Those are listening, speaking, reading, and writing. Listening and speaking with spoken language, where as reading and writing deal with written language. According to Needels & Knapp (1994: 160), Writing is a skill that draws on sub-skills and process such as handwriting and spelling, a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies (such as planning, evaluating, and revising text).

In SMP Muhammadiyah 6 Plupuh, Sragen the minimum learning mastery score (Kriteria Ketuntasan Maksimal) KKM for English is 7.0. It is high for students especially of 8 A. Based on the observation in the SMP Muhammadiyah 6 Plupuh, Sragen the researcher found problems of writing skill: 1) the students had little vocabulary ability; 2) the students got difficulties to make sentences with correct grammar; 3) the students got difficulty in spelling punctuation; 4) the students can not to write good text or sentences. To improve the students writing skills, the teacher must use interesting ways to teach students. the researcher did observation in class VIII the condition in a classroom was not too good, because the students had low motivation in English lesson especially in writing skill. The class condition could be described as follow: 1) the students were not active; 2) the students only talked to another, when they were asked to do exercises; 3) the students cannot respond when the teacher given questions; 4) and the students did not finish the writing assignment during the lesson.

It is about the used of technique. There are many various technique that can be used by the teachers, one of the techniques that can be used in teaching English writing is
cooperative learning. Cooperative learning can guide the students’ activities in an interesting way. It make the students more active in the classroom. Based on the reason above, the researcher would like conducted a classroom action research entitled The Use of Cooperative Learning the Students to Improve Writing Skill on Procedure Text (A Classroom Action Research at Eight Grade of SMP Muhamadiyah 6 Plupuh in 2015/2016 Academic Year).

THEORETICAL REVIEW, RATIONALE, AND HYPOTHESIS

Writing is one of four language skills of English. According to Edith N. Wagner (2007: 01), writing is the process of selecting, combining, arranging, and developing ideas taken from oral, written, and electronically produced texts to demonstrate that you understand and are able to use this information for a variety rhetorical purpose.

According to Brown (2003: 218), declares writing skill is a necessary condition for achieving employment in many walks of life and simply taken for granted in literate cultures.

The four steps process writing approach described to Donald Graves (1983: 179 -180) is present here. This will provided context for the writing activities founds in the next chapter. The four steps writing process they are:

1.  Prewriting.
   The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas.

2.  Drafting.
   Drafting is the writer’s first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).
3. Revising.

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potters wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraph and move things around.

4. Editing.

One last thing about the editing phase: Real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

According to Richard and Schmidt (2002: 557), text is normally made up of several sentences that together create a structure or unit, such as a letter, a report, or an essay (however one word texts also occur, such as danger on a warning sign).

According to Richard and Schmidt (2002: 124), cooperative learning is an approach to teaching and learning in which classrooms are organized so that students work together in small cooperative teams.

According to Johnson and Johnson (1989: 54), cooperative learning is planned and organized, five basic elements must be included for the lesson to be cooperative. They are:
1. **Positive interdependence.** Each student needs to feel that his or her contribution is important and necessary for the group to succeed.

2. **Individual and group accountability.** Each student’s performance be assessed regularly and group members need to be aware who needs more help to complete the task.

3. **Face-to-face interaction.** Group members need encourage, support and assist each other’s effort to learn.

4. **Social skills.** Human interaction skill that enable group to function effectively (e.g. taking turns, encouraging, listening, giving help, clarifying, checking, understanding, probing).

5. **Group processing.** When group member assess their collaborative effort and target improvement.

   According to Slavin (1995: 4), there are four types of cooperative learning, they are:

   1. **Student Team-Achievement Divisions (STAD).** In STAD, students are assigned to four-member learning teams that are mixed in fermente level, gender, and ethnicity.

   2. **Teams-Games-Tournament (TGT).** TGT more same with STAD, the deferment is TGT replaces the quizzer with weekly tournament, in which students play academic games with members of other teams.

   3. **Jigsaw.** In it, students work in the same four-member, heterogeneous teams as in STAD and TGT.
4. *Team Assisted Individualization* (TAI). TAI shares with STAD and TGT the use of four member mixed ability learning teams and certificates for high performing teams.

From some kind of cooperative learning that mention above, the researcher chose *Teams Assisted Individualization* (TAI) technique in improving student writing skills of the eighth grade SMP Muhammadiyah 6 Plupuh, Sragen.

According to Slavin, Madden, and Leavy (1984:10), state that *Team Assisted Individualization* (TAI) is a combination of cooperative learning method and individualized whereby heterogeneous groups of individuals work together to master individualized assignment. Students are placed in on individual sequence of the learning material based on test performance.

According to Slavin, (1986: 23), they are four steps of cooperative learning there are:

1. Students locate their unit within their book and red the guide page, asking teammate or teacher for help if necessary. Then the students begin with the first skill practice page in their unit.

2. Each students works the first four problems on his or her own skill practice page and then has a teammates check the answer against and answer sheet printed upside-down at the back of each students book. If all four are correct, the students may go on the next skill practice page. If any are incorrect, the students must try the next four problems, and so on, until he or she gets one block of four problem correct, if they run into difficulty at this stage, the
students are encourage to ask for help within their teams before asking the
teacher for help.

3. When a student get four in a row on the last skill practice quiz that resembles
the last skill practice page. Students work alone on the test until they are
finished, A teammate scores the formative test. If the students gets eight or
more of the ten problem correct, the teammates sign the students paper to
indicate that the student is certified by the team to take the until test.

4. When a student passes formative test A or B, he or she is taken the last paper a
student monitor from a different team to get the appropriate unit test. The
student then completes the unti test, and the monitors score it. Two different
correct (out of fifteen), the monitor post the score on the students team
summary sheet. Otherwise, the test is given to the teachers, who meet with
skills the students to diagnose and remedy the students problem. Again,
because students have already shown mastery on the skills practice page and
formative test, it is very rare that they fail a unit test.

According to Slavin (1986: 23), there is the principal of Team Assisted
Individualization were as the following:

1. Teams

Students are assigned to four-to-five-member team. Each team consist
of mix of high, average, and to achievers, boys and girls, and students of any
ethnic groups in the class. Every eight week, students are reassigned to new
team.
2. Placement Test

Students are pretest at the beginning of the program on writing skill operations. They are placed at the appropriate point in the individualized program based on their performance on test.

The teacher should choose a good teaching methods to makes student learning in writing. Cooperative learning provided opportunities for student to create their idea. From the explanation above, it can be assumed that the student writing skills in class improve use cooperative learning methods.
Methodology

The researcher would be conducted the Classroom Action Research at SMP Muhammadiyah 6 Plupuh, Sragen. This setting is located on Jl. Plupuh-Sragen, Plupuh, Sragen. The research was conducting in December 2015 until February 2016 in the Academic year of 2015/2016.

The subject of the research is the students of the VIII A SMP Muhammadiyah 6 Plupuh, Sragen in 2015/2016. This school has 6 classes 2 class of VII, 2 class of VIII and 2 class of IX. In this study, the research observed two classes on class VIII of grade students at SMP Muhammadiyah 6 Plupuh, Sragen. Based on observation, the researcher took class VIII A, as the subject of the research. There students is consist of 23 students they are 15 boys and 8 girls.

The researcher would use Action Research as the methods. There some definition of Action Research. According to Carr and Kemmis (1986: 162), state that “Classroom Action Research is simply a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out”. Afterways according to Bogdan and biklen (1982: 215), Action Research is the systematic collection of information that is designed to bring about social change. Action Research is systematic study of attempts to analyze the education problems by using a methods way in order to getting the better result of study.
The writer planned to conduct two cycles through cooperative learning in teaching writing procedure text. According to Kemmis and McTaggart (1988:14), action research is occurs through a dynamic and complementary process, which consists of four essential moments: planning, acting, observing and reflecting. The four stages of the classroom action research were conducted integrated like spiral. The researcher would be used process of collecting information that related to inquiry, information that be believe will responding to the research question. The writer using to instruments, they were test, (Pre-test and Post-test) and non test (interview, Observation, and Documents). The researcher will be use qualitative and quantitative data analysis.

**Research and Discussion**

The aims of the research to find out and to describe how use cooperative learning TAI (*Team Assisted Individualization*) to improve the student writing skills at the eight grade students of SMP Muhammadiyah 6 Plupuh, Sragen in the 2015/2016 academic year. The implementation consist of two cycles that comprise planning, acting, observing, and reflecting on each cycle. The research was a classroom action research on the use of cooperative learning TAI (*Team Assisted Individualization*) method students writing skill. The researcher conducted classroom action research by use cooperative learning TAI (*Team Assisted Individualization*) teaching methods to help the student improve their writing skill. Before implementing cooperative learning TAI (*Teams Assisted Individualization*) the researcher organized a pre-test to know how the students writing skill and to get data about their score in writing skill before implementing the action. The pre-test was conducted to the VIII A class on January 8th 2016. The class consisted of 23 students, 15 male and 10 female. The types of test was essay test. The researcher prepare worksheet to the students. The researcher asked the students to make procedure text about their how to make fried rice.
The mean score of students pre test was where as KKM (*Kriteria Kelulusan Minimal*) at the VIII A grade students of SMP Muhammadiyah 6 Plupuh, Sragen was 70. The researcher found there were good improvement in some points. 1) the students did not motivation in learning process, especially in writing was increase. 2) the students were enjoy and very enthusiastic during learning process. The improvements of the students test could be seen from their result from the result of their post-test 2 better than the result of their post-test 1. The students mean score pre-test was 55; post test 1 was 70 and post test 2 was 77,9.

The researcher used cooperative learning TAI (*Teams Assisted Individualization*) teaching method to improve students writing skill for the eight grade at SMP Muhammadiyah 6 Plupuh, Sragen in 2015/ 2016. The used of Picture in TAI as one of media in teaching writing for intermediate learners is very effective and useful. it can be concluded that the use of cooperative learning TAI (*Teams Assisted Individualization*) method can be improve their writing skill. So, this classroom action research of cooperative learning TAI (*Teams Assisted Individualization*) method was the teaching learning process. It is about motivation and interest of the students. They are very happy, enjoy, and enthused when discussing in a group. Besides that, activities using picture make the students more creative to the researcher explanation, so that the students understanding about material higher, and also it can solve the students problem vocabulary, grammar, use make good sentence and then punctuation their ideas.
Conclusion

Based on the research, the researcher can draw conclusion as follows:

1) Cooperative learning TAI (*Team Assisted Individualization*) method can improve the students writing skill. It can be seen from the result of this study. When the researcher did the research for the first, the students writing skill was poor. It can be seen in the result of pre-test. The mean score of pre-test was 50. There seven students score was 40 until 50, thirteen students score was 51 until 60, three students score was 61-70. The mean score of post test one was 70,0. There ten students score was 60 until 65, three students score was 66 until 70, three students score was 71-75. Six students score was 76 until 80. One students score was 81-85. The mean score of post test two was 77, 9. There two students score was 65 until 70. Six students score was 70 until 75, seven students score was 76 until 80, seven students score was 81-85, one students score was 86 - 90.

2) The use cooperative learning TAI (*Teams Assisted Individualization*) methods is make the students enjoy in learning.

3) When cooperative learning TAI (*Teams Assisted Individualization*) methods, the students become more active and creative also motivated. They are confuse in asking question, given idea and opinion answer the question.
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PENGUNAAN COOPERATIVE LEARNING UNTUK MENINGKATKAN
KETRAMPILAN MENULIS SISWA PADA TEKS PROSEDUR. (Penelitian Tindakan Kelas di

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ABSTRAK
Tujuan dari kajian ini adalah untuk 1) menemukan apakah penggunaan cooperative learning
dapat meningkatkan ketrampilan menulis siswa pada teks prosedur di kelas delapan SMP
Muhummadiyah 6 Plupuh, Sragen tahun ajaran 2015/ 2016 atau tidak, dan 2) menggambarkan
bagaimana kondisi kelas saat cooperative learning diterapkan dalam pengajaran menulis teks
procedure pada siswa kelas delapan SMP Muhummadiyah 6 Plupuh, Sragen di tahun ajaran

Penelitian ini dilaksanakan di kelas delapan SMP Muhummadiyah 6 Plupuh, Sragen tahun ajaran
2015/ 2016. Peneliti menggunakan penelitian tindakan kelas yang dilaksanakan pada bulan
Di dalam masing- masing siklus terdapat dua pertemuan dan satu tes. Masing- masing siklus
terdiri dari perencanaan, penerapan, pengamatan, refleksi, dan perbaikan. Peneliti menggunakan
dua jenis data bernama kualitatif dan kuantitatif. Di dalam pengumpulan data kualitatif, peneliti
menggunakan wawancara, pengamatan, dan dokumentasi. Sedangkan di dalam pengumpula data
kuantitatif, peneliti menggunakan tes, pre-tes dan pos-tes.

Berdasarkan hasil kajian, terdapat beberapa peningkatan dalam ketrampilan menulis siswa. Hal
tersebut dapat dibuktikan dengan meningkatnya nilai rata-rata dari pre-tes sampai pos-tes satu
dan pos-tes dua. Nilai rata pres-tes adalah 55, nilai rata- rata pos-tes satu adalah 69,9 dan nilai
rata- rata pos-tes dua adalah 77,9. Hal tersebut dapat disimpulkan bahwa penggunaan
cooperative learning dapat meningkatkan ketrampilan menulis siswa. Terdapat beberapa
peningkatan dalam ketrampilan menulis siswa. Siswa dapat menulis teks procedure dengan baik.
Disini, menulis menjadi lebih baik karena siswa mampu melakukan pilihan terbaik pada kata ti
tiap langkah atau tindakan mereka. Mereka juga lebih memperhatikan dalam menggunakan
mekanisme bagi tulisan mereka.