THE EFFECTIVENESS OF INTEGRATED COOPERATIVE LEARNING METHOD FOR READING AND WRITING TO IMPROVE THE COMPETENCE OF WRITING NEWS EXPOSITION AMONG STUDENTS OF MADRASAH TSANAWIYAH

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Abstract: This research attempts to review the effectiveness of integrated cooperative learning method for reading and writing to improve the competence of writing news exposition among students of Madrasah Tsanawiyah. Writing competence is skill that is important to be acquired by students since elementary education. The learning of writing may be enjoyable to students if the method with pleasure is used. Therefore, Integrated Cooperative Method of Reading and Writing is a method to increase the interest and enthusiasm of learning among children to the writing and to develop these through cooperative pattern among students. A fundamental idealism underscoring the model is that a person tends to cooperate and compete against each other. Method of research is quasi-experiment while research design is one-group pre-test post-test design. This research design is non-equivalent pretest-posttest control-group design. By this design, experiment group (A) and control group (B) are selected without a random assignment procedure. Both groups are subjected to pretest and posttest. Only experiment group (A) is treated (Creswell, 2009:242). Result of research indicates the effectiveness of Integrated Cooperative Method of Reading and Writing to improve the competence of writing news exposition among students. It is proved by significant improvement in all aspects of students’ writing competence after treatment, such as content of exposition, organization of exposition, vocabulary mastery, language mastery and sentence setting, and the fulfillment of norm and spelling of words. The improvement of each aspect is shown by content of exposition improved to 12.33 %, organization of exposition improved to 15.00 %, vocabulary mastery improved to 11.50 %, language mastery and sentence setting both improved to 12.13 %, and the fulfillment of norm and spelling of words improved to 15.33 %.

Keywords: integrated cooperative learning, reading and writing, news exposition

Introduction

Writing is a language skill comprising to productive and expressive activities which needs, therefore, patience, perseverance and carefulness. During writing activity, a writer must be skillful in using graphology, grammar, and vocabulary. The skill of writing is useful to take note, to record, to convince, to report, to inform and to influence reader. Such goals are only achievable by the students who can arrange their mind paths and express them clearly and communicative in writing form (Morsey in Tarigan, 1992: 20).

Ideal curriculum of Indonesia has been proposed and has recognized writing as one of important components given to elementary students in addition of reading and calculating. The material of writing is given to early age because the school is expected to provide adequate supply for the progress of students in the future. Some learning methods are intentionally prepared to help students to acquire this writing skill. However, this ideal curriculum is not practical and failing to realize what has been expected. Some factors are behind the failure of the application of ideal curriculum in the learning of writing skill. One of them is lack of teacher skill in describing the approach or method of writing skill.

Cooperative learning model is a learning model considered as able to improve the creativity of students in learning. The philosophy underlying cooperative learning model (work share) is homo homini socius, meaning that human is social being. Work share is a very important necessity for the welfare of human being. Without it, individual, family and organization cannot last prominently. In academic context, every student has responsibility to do the best with the potential. The most important reason why cooperative learning shall be developed is because competitive environment in the class may destruct the learning condition if it is not directed toward positive sense. If well organized, class competition is an effective way to motivate students to do useful activities.

Reading and writing are integrated in this cooperative learning model. Teachers use discourses material or reading material containing stories. They also establish some reading groups just like those at traditional reading class. Students are matched in the group to produce a learning situation with cognitive activities. The learning activity begins with asking students to read the story to each other, to predict the end of a narrative story, to conclude the story to each other, and to write down their comment about the story by turns.

The goal of Integrated Cooperative Learning Model of Reading and Writing is to bring students into group-based learning in order to master and to reorganize the main idea of a writing work. Students will practice writing, do revising and editing each work, and prepare the group result. Integrated Cooperative Learning Model
of Reading and Writing has several stages of learning, started by reading texts and finalized with a writing process. This final stage contains steps such as:

1. Teacher assigns some groups by which each group consists of four students heterogeneously;
2. Teacher provides texts pursuant to learning material;
3. Students read and find principle idea, and give response to text in written form on the sheet answer;
4. Teacher makes conclusion along with students; and
5. Teacher reads the conclusion.

The objective of research is to obtain data about the effectiveness of Integrated Cooperative Learning Model of Reading and Writing at junior high school. Data of writing result are obtained through experiment with MTs Grade VII Students. Result of research contributes to the improvement of writing quality at junior high school level.

Method and Design Of Research

1. Research Method

Research method is analytical description and experiment. Analytical descriptive method will describe the object observed and explain its important parts for the research. Analytical descriptive method, therefore, is producing a deep review against the observed object.

Experiment method is used to examine the effectiveness of treatment of Integrated Cooperative Learning Model of Reading and Writing onto the experiment group in the exposition writing lesson. The control group is made to use Integrated Cooperative Learning Model of Reading and Writing. Both groups are subjected to pretest and posttest.

This experiment study is designed to attest the effectiveness of the learning model. After treatment, change rate is measured. Based on problem formulation, research goal, and object characteristic, this research represents a quantitative study with experiment approach which uses control class and experiment class.

2. Research Design

Research design is quasi-experiment. According to Creswell (2009: 238), quasi-experiment involves control group and experiment group. However, participants are non-randomly assigned into both groups. Quasi-experiment still includes other group without treatment, but it is under observation. This other group, called control group, is a comparator to the experiment group with treatment. The exact design of research is non-equivalent pretest-posttest control-group design. By this design, experiment group (A) and control group (B) are selected without a random assignment procedure. Both groups are subjected to pretest and posttest. Only experiment group (A) is treated (Creswell, 2009:242).

Table of Experiment Group and Control Group

<table>
<thead>
<tr>
<th>Group of Class A</th>
<th>O1</th>
<th>X</th>
<th>O2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group of Class B</td>
<td>O3</td>
<td></td>
<td>O4</td>
</tr>
</tbody>
</table>

Note:
O1-O3 = pretest
O2-O4 = posttest
X = treatment with Integrated Cooperative Learning Model of Reading and Writing at experiment class

3. Location and Subject of Research

Research is implemented at Madrasah Tsanawiyah, Islam School of Ganra, Soppeng District, South Sulawesi. The object of research is Grade VII students who are assigned into two classes. Grade VII-1 is experiment class consisting of 34 students, while Grade VII-2 is control class comprising to 33 students. The learning is conducted in 6 class-based meetings with different learning model. Experiment class is treated with Integrated Cooperative Learning Model of Reading and Writing while control class is with conventional learning model.

Result of Research And Discussion

The average result of students’ exposition writing in pretest at experiment class is 60.03. After treatment of Integrated Cooperative Learning Model of Reading and Writing, the result increases to 74.03 in posttest. The average result of control class pretest is 61.78, and after treatment of Integrated Cooperative Learning Model of Reading and Writing, this result increases to 66.16 in posttest. Considering the average results of both classes, either experiment class or control class, it may be concluded that the experiment class gets the greatest point of Integrated Cooperative Learning Model of Reading and Writing. It means that the
learning of exposition writing with Integrated Cooperative Learning Model of Reading and Writing is very influential to the improvement of learning result.

Result of analysis shows that exposition writing by students at experiment class and control class is given score based on the guide of exposition assessment which concerns with content, composition, vocabulary, language and word selection. The content of exposition has signified the ability of students at experiment class to write exposition. Students are able to identify and to formulate main idea they want to express in the exposition before and after treatment. The average result of this ability at experiment class has increased by increment 12.33 %, from 53.56 % in pretest to 65.89 % in posttest. The average result of that ability at control class also increases by increment 4.06 % from 55.42 % to 59.48 %. The average result of main idea formulation at experiment class is increasing by increment 15.00 % from 48.45 % to 63.45 %. It is then concluded that students’ exposition is well organized and quite tidy. The exposition is also characterized by many ideas, logical order and high level of cohesion and coherence. At control class, the number increases by increment 4.35% from 52.23 % to 56.58 %.

The mastery of vocabulary at experiment class has increased for its average rate by increment 11.50 % from 69.67 % to 81.17 %. It means that students have used various vocabularies in their exposition, mastered word-making skill, and selected words appropriately for the making of sentence. The average rate of this mastery at control class also increases by increment 3.13 % from 67.03 % to 70.16 %. The percentage point of language mastery and simple sentence composition at experiment class is increased by increment 12.13 % from 55.73 % to 67.87 %. It is proved by few mistakes in grammar and less distortion of significance. At control class, the average rate of this mastery has increased by increment 3.25 % from 58.38 % to 61.63 %. At experiment class, spelling and word writing norms are showing the increased average result in pretest by 15.33 % from 50.67 % to 66.00 %. It can be concluded that students are mastering spelling and word writing norms. The learning result of control class for this mastery is also increasing by 10.00 % from 50.63 % to 60.63 %.

Considering whole categories, it is concluded that the increase points of students at experiment class are more significant than control class. The learning of exposition writing with Integrated Cooperative Learning Model of Reading and Writing, which is applied to students at experiment class, is truly influential to the increase of students’ writing ability.

Result of this research has indicated so far that Integrated Cooperative Learning Model of Reading and Writing has higher success rate than conventional learning. The increase of this learning result is obtained through Integrated Cooperative Learning Model of Reading and Writing because through this learning model, students are trained to cooperate, to help, and to correct each other to produce perfect writing. This finding is consistent to Tarigan (1995:22) who states that writing skill is mastered and obtained through regular practice and systematic training.

Integrated Cooperative Learning Model of Reading and Writing is designed to build students’ cooperation and responsibility in their learning to produce perfect and complete writing. During cooperative learning, students are taught with special skills to make them well participative in their group, such as to be good listener. A sheet of activity containing questions or assignments to be delivered is given to students to them more prepared. During group work, the assignment of group members is achieving their completion (Slavin, 1990). Teacher plays important role in directing students to learn and to practice writing because it also determines the success of learning in addition to Integrated Cooperative Learning Model of Reading and Writing.

Conclusion

By taking account the results of analysis, it can be concluded that the learning of exposition writing using Integrated Cooperative Learning Model of Reading and Writing is significantly influential to the increase of learning result of students in their writing if it is compared to that of conventional learning model. The increased learning result is also empowered if Integrated Cooperative Learning Model of Reading and Writing is implemented based on predetermined stages which involve whole students in a group learning form under teacher supervision.

Bibliography