

## ABSTRACT

**Syahruzah Kurniawan, Juang. 2016.** Developing Writing Skills through Cooperative Learning for The First Semester English Education Program University Of PGRI Yogyakarta. **Research.**

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The aim of this research is to know the use of cooperative learning in teaching writing class in university context focused on writing narrative, recount, descriptive and procedural essays as the most appropriate writing types for university students. The main problem was whether teaching writing through cooperative learning improves students' writing ability, especially in composing thesis sentences, providing supporting ideas, writing a unified and coherent essay in a good organization.

For this purpose, a non-equivalent control group with pre-test and post-test is applied. Students are observed using composition tests in which they are asked to write essays on certain topics. It is designed to see the difference in the writing achievement ability between students who are taught using cooperative learning and those who are taught using non cooperative learning. Both groups are asked to write essays on culture and art, environment and sanitation and family life. The technique of dividing the subjects into an experimental and control group is based on random assignment with the help of the teacher. The students' scores on essay writing on the pre-test are statistically compared by using t-test and then are analyzed by triangulation with the questionnaire, interview and observation which have been done during the research.

Based on the statistical analysis, the findings can be summarized that generally both classes perform better achievement on their writing ability but the experimental students gained high writing achievement than those of the control students. It means that the students of the learning cooperative group significantly performed better writing ability than those in non-cooperative group. It is also concluded that they have the ability to express their ideas in written forms. They could write a clear thesis statement accompanied by some suitable supporting ideas, perform unified and coherence essay in a developed organization. Considering this fact, the researcher has to say that writing skill is needed and important to teach in university context. Lecturers have to train students to write a composition on certain topic based on the curriculum using several promising techniques in order to have an ongoing writing process to the high school students. These findings can be adopted as a promising considerable alternative in teaching writing to high school students. English teachers can modify and improve their teaching technique in the hope that the student's writing ability will improve.

**Keywords: *Developing, Writing Skill, Cooperative Learning***

### A. INTRODUCTION

#### 1. Background of the Study

The mastery of English language has become the key to the success for individuals, society and Indonesian nation in various fields in the global era nowadays. The activities for improving and enhancing their English competence could be conducted in various places. Most Indonesian children, however, get their opportunity

to learn English at the formal schools which will be beneficial for their future life.

For years, the results of English teaching and learning at school and university have not been considered satisfying by parents, professionals as well as the university lectures by seeing the fact that most school graduates neither could use their English for reading the scientific books nor communicate orally moreover write scientific essays. English school curriculum has been changed five times in the last forty years as the

efforts for improving the students' English mastery. This approves that the school curriculum revision and improvement are not sufficient without being accompanied with teachers' teaching skills and without having instructional technique and materials that are compatible with the needs and the characteristics of the students. Appropriate technique and materials, therefore, play an important role for the students' learning achievement.

The purpose of the development of teaching technique of writing through cooperative learning is somewhat new in Indonesia. English textbooks and instructional materials that are well-suited with the needs as well as the characteristics of the students have also to be provided to support the success of the learning process. The initial data about them were gained from the grammar and writing tests as well as the field observation. From the result of the initial field study, it could be found out that the new approach applied for developing the writing skill is needed. It is the one that provides writing skill in which the students could improve their writing competences and also could apply this competence for communication.

## **2. Identification of the Problem**

Students' got extremely limited training on writing skill, and since writing is a complicated process, it is assumed that:

- (1) Students have just acquired lower strategies of writing in English.
- (2) It is possible to train these students to be familiarized with the higher process of writing strategies.
- (3) School English teachers do not acquire a variety of writing teaching technique.
- (4) English classroom interaction is just focused on individual learning and competition among the students.

## **3. Scope and Limitation**

The study adopts the nonequivalent control group with pre test and post test design and is conducted in the third semester of PGRI University of Yogyakarta. Some of the students in this University have greater chances in learning English, since they are eager to acquire a bunch of writing skills better than other students as they have ample time in learning English in their outside classroom interaction, for example in some private English courses, or they set up English Conversation Club among their university mates.

## **4. Formulation of the Problem**

The main problem of the research is whether developing writing skill through cooperative learning improves students' writing skills in writing narrative

and descriptive essay. The main problem can be broken down into minor problems;

1. What are the writing difficulties that the students face?
2. Is there any differences in using cooperative learning toward writing skill of the students?

## **5. The Objectives of the Study**

The main objective of this research is attempted to ascertain the effect of developing writing skill through cooperative learning; that is the effect of teaching method towards students';

1. To know the difficulty in writing class.
2. To know the differences of writing skill students in using cooperative learning.

## **6. Significance of the Study**

This study provides certain findings about the effectiveness of cooperative learning in the development of writing skill. The research findings are intended to be highly valuable for English learners, teachers, practitioners, and curriculum planners. Generally, the study is to introduce and familiarize cooperative learning and to convince others that cooperative learning is promising.

## **B. THEORETICAL FRAME**

### **1. Definition**

**Cooperation** is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. **Cooperative learning** is the instructional use of small groups so that students work together to maximize their own and each other's learning. The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts (Your success benefits me and my success benefits you), recognizing that all group members share a common fate (We all sink or swim together here), knowing that one's performance is mutually caused by oneself and one's colleagues (We cannot do it without you), and feeling proud and jointly celebrating when a group member is recognized for

achievement (We all congratulate you on your accomplishment!).

In cooperative learning situations there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals (Deutsch, 1962; Johnson & Johnson, 1989). A team member's success in creating a multi-media presentation on saving the environment, for example, depends on both individual effort and the efforts of other group members who contribute needed knowledge, skills, and resources. No one group member will possess all of the information, skills, or resources necessary for the highest possible quality presentation.

Cooperative learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. Needless to say, this is not to say that students can just be put into a group and assigned a project to complete. There are very specific methods to assure the success of group work, and it is essential that both teachers and students are aware of them.

Recently there has been criticism of this process largely as a result of its misuse. To be perfectly clear, this is not a way for teachers to "get off the hook" as students work in groups while the teacher corrects papers! It is not a way for teachers to address the needs of "gifted" students by continually putting them in charge of learning groups. It is a way for students to learn essential interpersonal life-skills and to develop the ability to work collaboratively-- a skill now greatly in demand in the workplace. It is a way for students to take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task, everyone must be involved in the learning or project, and no one can "piggyback."

The success of the group depends on the successful work of every individual. Cooperative learning is a new

learning curriculum that involves students learning to work together in different ways to help information acquisition and retention. In this new method of child education students learn to work together in order to succeed. In cooperative learning groups are made and each group member is assigned certain roles within the group. Cooperative learning can be a better method of child education because it encourages students to work together rather than compete against one another. Cooperative learning also presents a more social aspect to learning and a social environment can help encourage a child's education.

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

- a. Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
- b. Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
- c. Face-to-face promotive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
- d. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- e. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to

function more effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present. Cooperative learning can be used in for any type of assignment that can be given to students in lecture classes, laboratories, or project-based courses. Following are some of the structures that have been used, with some recommendations for how they may be effectively implemented.

How the students perceive and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum programs, etc.), some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. It shouldn't be. How teachers structure student-student interaction patterns will have a lot to say about how well the students learn, how they feel about school and the teacher or professor, how they feel about each other, and their self-esteem.

There are three basic ways students can interact with each other as they learn. They can compete to see who is "best"; they can work individualistically on their own toward a goal without paying attention to other students; or they can work cooperatively with a vested interest in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most dominant. The research indicates that a vast

## C. RESEARCH METHOD

### 1. The Research Design

#### a. The Design

As the title indicates, the study adopted a nonequivalent control group with pretest and posttest designs (Lynch, 1966:75). The diagram could be as follows:

NONEQUIVALENT GROUP WITH PRETEST AND POSTTEST

Group	Pretest	Treatment	Posttest
Program	Test A	Program	Test B

Group			
Control Group	Test A	Comparison	Test B

The above design utilizes two groups: one is an experiment (E), and the other is control group (C) only experiment group is given a treatment (X); that is the cooperative learning technique; while the control group will not. Then the two groups are observed using a test to know the effect of the treatment. Groups assigned in the experiment group are made on random basis, to make sure that the two groups are equal so that they start at the same stage.

#### b. The Variables

The independent variable in this study is teaching method, which is of two sorts: cooperative method which applied to experimental group, and non-cooperative learning applied to control group.

The dependent variable is students' achievement on narrative and/or descriptive and/or procedural essay writing. It is divided into five dependent variables, namely the student's skill of formulating thesis statement, providing supporting ideas, writing unified essay, writing coherent essay, and the skill of organizing thoughts and ideas.

The intervening variable is factor which affects theoretically the observed phenomenon but cannot be seen, measured, or manipulated; its effects must be inferred from the effects of the independent variables on the observed phenomenon (Rasyid, 1999:73). From the definition, the inverting variables of the study are learning motivation, and frustration.

#### c. The Treatment

On the days before the operational Implementation in the classroom activities, the teachers and researchers organize small heterogeneous groups for the experimental class. Grouping is on random basis, using some teacher's information such as students' test scores, ranks, and activities in the classroom. All these information provide the students' based scores. Having the groups, the teacher presents the general and basic concept of cooperative learning technique will be applied. He also explains general review of writing a good narrative, descriptive, recount and procedural essays, including the way to make a thesis statement, providing supporting ideas and making

unified, coherent essay in a good organization.

## **2. Population and Sample**

The population of the study is the first semester of PBI student in PGRI University. The sample of the experimental group is all students of first semester of PBI. These students are chosen because they are more serious in doing the tasks and had approximately the same background of knowledge. The technique of dividing the subjects into experimental and control groups are based on random assignment and the teacher's help who know more about the subjects.

## **3. Instrument**

### **a. The Instrument Used**

A composition test is used, as there is no other direct measure of student writing skill except asking them to compose an essay (Harris, 1969:69). They are requested to write narrative, descriptive, recount and procedural essays based on the topic provided in ninety minutes. The composition should involve a thesis statement, supporting ideas, unity, coherence, and good organization.

Harris (1969:69) further describes that composition tests require students to organize their own answers, and expressed in their own words. Composition test could also motivate students to improve the ability to organize, relate and weigh material more effectively.

### **b. The Instrument Reliability**

#### **a. Scoring System**

Analytic Scoring System is used in scoring the students' essays. To a certain extent, there are a number of advantages to analytic scoring. (Hughes,1989:04, Cohen,1994:317). First, it disposes of the problem of uneven development of sub-skills in individuals. Secondly, scores are compelled to consider aspects of performance; which they might otherwise be ignored. Thirdly, the very fact that scorer has to give a number of scores will tend to make the scoring more reliable. In this system, a piece of writing is rated on the basis of the quality of each feature. In this study there were five features, namely thesis statement, supporting ideas, unity, coherence, and organization that then make up

the quality of the whole composition. The analytic Scoring System comes up with a separate score for each trait. Each essay trait is assigned a score of 1 to 6 with no half scores allowed. These separate scores are then summed up to make up the total score of the whole piece of writing.

#### **b. Scoring Scale**

Scoring scale is intended as readers' guidance so that they have standard of severity and value the aspects of the composition. As there are five features in an essay being evaluated, the scoring scale of these traits is adopted and developed with some changes and/or modification by the researcher himself mainly from Test of Written English Scoring Guide. The scoring guide for each trait could be seen in Appendix 1.

#### **c. The Instrument Validation**

It can be said that the most direct and suitable way of measuring students' writing ability is to have them write a composition or essay. The composition test requires students to organize their own answers, express their own ideas and words so that the best measures what it is intended to measure. In addition, composition test is easier and quicker to prepare, provides direct measure of writing ability, but taking longer time to evaluate and analyze. (Harris, 1969:69)

Hughes (1989:75) states that related to validity, there are two points to be taken into account. The *first* is setting the task; that is specifying appropriate tasks and selecting a sample. The *second* is obtaining samples that properly represent each candidate's ability. In this case, it is advisable to set and obtain or set as many task as they are feasible, at least more than one sample of composition from each student.

In this study, the subjects are supposed to write two impromptu essays (whether narrative, descriptive, recount or procedural) based on the topic provided. They are also required to compose three quizzes, which are given throughout the treatment. The quizzes are addressed to know the students' writing improvement during the treatment is given. Moreover, they are not invited the essay home, edit, revise, or prepare the content. All

students' writing must be accomplished within a specified time period, and all the examinees are not allowed to consult expert, like dictionaries, thesauri, and so on. In other words, they must not have prior knowledge before writing the essays.

To make sure that the instrument is appropriate, writing instructors or experts are asked to evaluate it. The experts are experiences in teaching EFL writing, in developing EFL writing assignment, and in assessing writing achievement. The review focused on the prompts wording, interest, and terminology.

#### 4. Technique of Collecting Data

Data gathering is held right after the treatment has been completed. The data are gathered by administering a composition test, which is given simultaneously to all subjects. Questionnaires for students and teachers are also used to get the data on the perception of Cooperative Learning and writing skill in the classroom. The questionnaire formats can be seen in Appendix 4 and 5. The data from the questionnaires then are clarified through an interview. Both teachers and some students are being interviewed. Ideally, all the students have to be interviewed to have more accurate data, but just four students are asked to represent their friends. Both the questionnaires and the interview are taken on the beginning, during and after the research are conducted. Observation is also used in this study to catch other important findings related to this study.

#### 5. Data Analysis

T-test analysis is used to compare the two groups (experiment and control) which are given different treatment (cooperative learning and non-cooperative learning). The t-test is as follows (Woods, 1986: 177):

$$H_0 : \mu_1 = \mu_2$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where

$$S_2 =$$

$$\frac{(n_1 - I)S_1^2 + (n_2 - I)S_2^2}{(n_1 + n_2) - 2}$$

The statistical analyses then were analyzed using triangulation with the students' questionnaire, students' worksheet, and the teacher's observation during the research.

### D. RESEARCH FINDINGS AND DISCUSSION

#### 1. Portray on the Application of Cooperative Learning

##### a. Cooperative Learning in the Classroom

On the beginning of the overall activities, both classes (Control and Experiment) are given a brief review on writing a good essay, the characteristic of narrative, descriptive, recount and procedural essay and also the way to formulate theses statement, supporting ideas, unified essay, coherent essay and the organization of the essay. They also try to raise and stimulate students' participation in making some examples of thesis statement, supporting ideas, and so on.

A brief review on cooperative learning technique is just given to the students of experimental class. Lecturers just give the rules, steps, and activities the students will face on the following meetings. The cooperative learning is begun when the lecturer come to teach the first material right after the pre-test. In the classroom activities, the lecturer first presented the material and during the presentation students are allowed to ask questions. The lecturer's way in presenting the material is quite good. They apply some teaching techniques, treat the students individually, and focus on students' comprehension. At the end of the presentation, the lecturer then give a quiz; comprehend the quiz and students' grouping. The grouping actually is selected randomly, but without neglecting the lecturers' roles. It is believable that the lecturers knew more about the students. After the discussion, she asks each student to do the individual quiz. During the quiz time, the lecturer tries to monitor the student's works, but she does not give any comments on them. When the time is over, she collected the works, and evaluated them to get the individual student's quiz score. Then the scores within a group are

summed up to get the group's score to determine which group gets the highest score. On the following meeting, the lecturer announces which group gets the recognition.

The same thing does not happen in the control group. Although she talks much to the students, she always tries to give time for the students to ask questions. Students of control group are allowed to participate in the presentation. Then, she tries to check students' comprehension on the material, and gives the individual quiz to the students.

## 2. Students' Achievement before Treatment

Generally, the achievement for both experimental and control class in composing a narrative, recount, descriptive, or procedural essay is almost the same. These achievements are based on their pretest scores; which determine the students' base scores. The pretest itself is given right after the process of socialization in both classes. The Pre-test Total Average for students' of experimental class is 1,44; while that of control group students' is 1,34. It means that the students' achievement in composing impromptu essay is still very low. The students have had such ability to express their ideas in written form, but they cannot make a good theses statement (state vague theses statement), no suitable and relevant supporting ideas, compose a little unified essay, write an insufficient coherent essay, and disorganized or underdeveloped essay. The following is The Table of Pre-test Total Average for each characteristic.

**Table 2.** Pretest Total Average Achievement

CHARACTERISTICS	EXPERIMENTAL CLASS	CONTROL CLASS
THESES STATEMENT	1,68	1,54
SUPPORTING IDEAS	1,41	1,39
UNITY	1,37	1,27
COHERENCE	1,41	1,29
ORGANIZATION	1,34	1,24
TOTAL AVERAGE	1,44	1,35

Source: Data Analysis

Based on the table above, it might be concluded that students' ability in writing narrative, descriptive, and

procedural essay from the Theses Statement, Supporting Ideas, Unity, Coherence, and Organization point of view before the treatment are nearly the same. Actually the experimental class gains a bit higher score on the Pre-test compared those in control class. It does not mean that the experimental students are cleverer, because it has been said that the average ability of both classes is almost the same. The difference is too small, so it cannot guarantee that the experimental class is better than the control class. There are some other important aspects to be taken into consideration to decide that the two classes are relatively the same. In other words, the two classes are equal so that they start at the same stage.

## a. Students' Achievement during Treatment

During the research, there are three individual quizzes. Quiz I dealt with an essay on Family Education. Some students for both classes write about their families, some of them describe one of their family members, and there are some students who try to explain a little bit information on how to educate a family. Quiz 2 is about a fable or legend. Most of the students try to compose an essay on fable. The reason is that a fable is easier than a legend. The stories of "A Mouse Deer and Snail, Ant and Elephant, Mouse and Cat" are some examples of their fables. Quiz 3 asks the students to write the procedure of making or cooking something. Most of the students write about how to make getuk, wajik, tape ketan, as the most famous and favorable traditional food in Magelang or the procedure of making horn handicraft and bamboo chairs as the most famous handicraft in their town. The table below showed the students' achievement on every quiz.

**Table 3.** Quizzes Total Average Achievement

CHARACTERISTIC	QUIZ 1		QUIZ 2
	EXP	CONTROL	
THESES STATEMENT	3,83	3,05	4,45
SUPPORTING IDEAS	4,48	3,44	4,65
UNITY	3,88	3,07	4,10
COHERENCE	4,00	3,07	3,98
ORGANIZATION	3,70	3,07	4,00

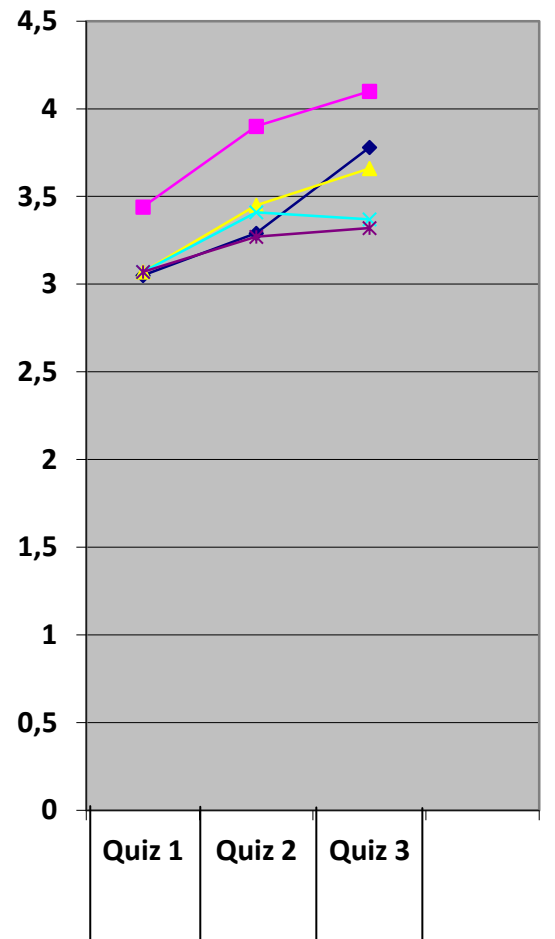
Source: Data Analysis

The table indicated that there is an improvement on the students' achievement. The trends of the improvement for both classes are relatively vary. In every

characteristics, students of experimental class gain higher achievement than those of the control class. It means that the treatment given to the experimental class runs well, although the improvement is not very high. It does not mean that students of control class do not have any improvement. We can see from the table that there is also an improvement on the students' achievement in control class, although there is no special treatment given to this class. The improvement is because of the continuity of the writing exercises. Students of this class are requested to write continuously although the teacher does not give them any new treatment. In a period of time (not more than a half month), every week they have to write an essay. Then their works are submitted and the teacher evaluates them. Teacher always give comment on the students' worksheet so they can make any improvement on the following quiz. The following picture is about the students' achievement improvement graphics for both classes.

**Figure 2.** Graphics of Experimental and Control Students' Quizzes Achievement Improvement

Unity	3.07	3.45	3.66
Coherence	3.07	3.41	3.37
Organization	3.07	3.27	3.32



Thesis Statement	3.83	4.45	4.50
Supporting Idea	4.28	4.65	4.75
Unity	3.88	4.10	4.23
Coherence	4.00	3.98	4.28
Organization	3.70	4.00	4.18

Thesis Statement	3.05	3.29	3.78
Supporting Idea	3.44	3.90	4.10

The graphic shows that both classes indicate some improvement in the achievement of the students' writing. In every quiz, most of the students has the ability to state adequate thesis statement, use some details to support a thesis statement or illustrate an idea, use some means of coherence (integrated, logically consistent, and intelligible) create adequately unified and organized/developed essays.

**b. Students' Achievement after Treatment**

At the end of the treatment, students of the two classes are requested a



post-test. The posttest was addressed to know the improvement of the students' writing achievement. The posttest material is the same with the pretest in order to make easier in comparing students' achievement on each characteristics. The result of the posttest is available on the following table.

**Table 4.** Post-Test Total Average Achievement

CHARACTERISTICS	EXPERIMENTAL CLASS	CONTROL CLASS
THESES STATEMENT	4,93	4,61
SUPPORTING IDEAS	4,49	4,22
UNITY	4,27	3,98
COHERENCE	4,17	3,83
ORGANIZATION	4,05	3,76
TOTAL AVERAGE	4,38	4,08

Source: Data Analysis

From the table we can see that both experimental and control group gain higher achievement on each characteristics. Students of experimental class which get the cooperative learning technique could improve their ability to compose better essays. The total average for each characteristic in this group proves that the students have stated clearly thesis statement as the main idea of the essay. They also have had the ability to provide clearly appropriate details to support a thesis and use clearly appropriate means of coherence which means that their essays are integrated, logically consistent, and intelligible. The form of their works is also effectively addressed the writing task, or generally well organized and developed.

Students of control class cannot gain scores as high as the students of experimental class. Their improvement is a little bit lower, but it cannot be claimed that they fail in trying to compose a narrative, descriptive, or procedural essay. According to the teacher, the students of control class also have tried to maximize their ability to express their ideas in an essay form. The students' continuity and ongoing learning can improve their writing achievement, although it is not as high as the experimental class.

#### c. Students' Achievement Comparison on t-test

As previously states, the student achievement in writing essays before, during and after the treatment is comparatively improved. The improvement of each writing characteristics (in term of thesis statement, supporting ideas, unity, coherence and organization) proves that the students' ability in writing narrative, descriptive and procedural essays improve for both experimental and control class. Generally, experimental class achieves significant improvement than those of the control class. It can be used as an indicator that Cooperative Learning could give different effects to students' capability. The following table dealt with the t-test computation of the data gained on the pretest and the posttest

**Table 5** t-test Computation

t-test result	Thesis Statement	Supporting idea	Unity
tvalue Pre-test	1,291	0,212	0,893
tcritic df=80 p,=0,05	2,000	2,000	2,000
Meaning	Ho: accepted	Ho: accepted	Ho: accepted
tvalue Posttest	2,124	2,161	2,128
tcritic df=80, p=o,05	2,000	2,000	2,000
Meaning	Ho: rejected	Ho: rejected	Ho: rejected

Source: Data analysis

Based on the table above, it can be shown that generally the tvalue for students' writing ability before the treatment is lower compared with the critical t-value (from the table) of  $t$  at  $p = 0.05$  level of significance one tailed test is 2.000 with the degrees of freedom of 80. The tvalue for thesis statement is 1.291, 0.212 for supporting ideas, 0.893 for unity, 1.092 for coherence, and 0.912 for the organization of the essay. It means that students' ability between experimental and control class before and after treatment is given, is relatively the same.

The lowest difference between the two classes is the ability to make a unified essay. Some students' writings are not highly unified. In other words, there is just little unity or insufficient unity on their writing. Students just focus more attention on the way in stating thesis statement. Their ability in making clearly thesis statement gained the highest difference between the experimental and the control group (1.291). Although the students' ability in making a good thesis statement is higher than the other characteristics, some students still

could not provide an adequate thesis statement on their writing. They just wrote an incomprehensible or vague thesis statement. The reason for this condition is that they just write a sentence, not a thesis statement. It is simply because they have not trained yet in making such an appropriate thesis statement.

After performing several quizzes, students are required to have a posttest at the end of the treatment. The material of the posttest is the same with that of the pretest. It is addressed to make the comparison easier. Students are asked to write the same topic as they have written before on their pretest. However, students are not permitted to look at their previous writing.

The result of the student's achievement on the posttest is greatly different than those on the pretest. The students' achievement on the *t*-value is relatively higher than the critical *t*-value from the table of *t* at  $p = 0.05$  level of significance on tailed test is 2.000 with the degrees of freedom of 80. The *t*-value for thesis statement achievement was 2.124, 2.161 for supporting ideas, 2.128 for unity, 2.144 for coherence, and 2.113 for the organization of writing.

The achievement of the organization is the lowest compared with other characteristics. This is because when they write their essay, some students do not give more particular attention on the organization of their writing. They give a closer look on how they provide their essay with something addressed to the task, especially on how they provide supporting ideas (as the highest achievement is = 2.161). Some students still believe that a good essay is always consists of as many sentences as possible. They are happy and satisfied when they have written more than four paragraphs on their writing. Sometimes, most of them forgot to provide their essay in a good organization.

After completing the experiment, it comes to a conclusion that cooperative learning promotes greater effort to achieve. From the statistical analysis, it proves that cooperative-learning group makes significant gain compared with non-cooperative-learning group. This better achievement results from better learning situation, pretension, as well as intrinsic motivation. The improvement is reasonable since in cooperative class, students do not only interact with the teacher but also with other students as well. Consequently, they help each other. This, as a result, increases

motivation that results in liking for school and interrelation, as it is not always easy among the students.

There is also one thing that has to be taken into consideration besides the result of the research. Generally, both students from the experimental and control group achieve significant improvement in composing essays, but in almost all of their writing, the general weaknesses are on the sentence grammar and the use of certain vocabularies.

Both in experimental and control class, some students try to make a clear thesis statement for example, but they have some difficulties in providing the thesis statement into a good and right sentence. Some of them can provide many adequate supporting ideas, but their sentences are grammatically wrong. The use of *to be*, tenses, passive sentences, are some examples of students' common errors.

Diction is another big problem faced by the students. Although they have something in mind to express in their writing, they will give up if they cannot find the most appropriate and suitable words to write. Actually the students' ideas and topic to write are very good. They try to compose essays with the topics which interest them much. They try to write about their traditional culture and art, their family life, an interesting fable, and so on. Some of the students try to write as specific as possible, but they found some difficulties in finding the English words for some certain terms. The examples of students' worksheets are provided in Appendix 6.

To overcome these weaknesses, teachers on both groups try to help and give assistance to students who really need teacher's help, but not all students' problems are handled by the teachers. On every quiz, teachers always evaluate students' works as soon as possible and return it to the students. Although grammar and diction are not investigated, the teachers give certain mark or signal on the students' mistakes. So, the students could correct their works and ask to the teacher for better future writing.

#### **d. Teaching Writing Strategies**

From the research findings, it proves that cooperative learning gives better achievement on students' ability in composing essays. To a certain extent, students could clearly create thesis statements (the gain is the highest), but they cannot perform their writings in a developed organization (the achievement is

the lowest). To anticipate this, the teachers can give several techniques on teaching writing to the students. The techniques can be given during the process of cooperative learning or at other time. Some of the techniques require the use of small group interaction. These techniques require students to generate ideas and give feedback to the quality of their thinking (Tierney, 1995) the following is the writing techniques which can be applied in helping students to write better.

### **3. Guided Writing Procedure**

It is designed to facilitate the synthetic of text material through the use of free association and writing. Smith and Bean in 1980 (in Tierney, 1995:324) state that Guided Writing Procedure is designed to activate and access students' prior knowledge of a topic before starting to write, to evaluate students' written expressions in a content area, and to improve students' written expression through guided instruction. The Guided Writing Procedure can help students in learning to write unified and coherent essays. First, students are required to write several ideas seem to be the major and detail point of the essay. Second, these ideas are organized into an outline to get students in clustering the ideas. Then, the outline is used as a guide to write paragraphs.

### **4. Sentence Combining**

It is aimed at increasing the syntactic knowledge of students as a basis for improving writing fluency. In other words, it helped students in writing coherent essays. In this technique (Tierney 1995:366), students are expected to join together sentences with coordinating conjunction (and, at the same time, as well as), conditionals (if, since, although) relative pronouns (which, that), and temporal connectives (when, because, as, before, during).

### **5. Story Grammars and Story Maps**

Story Grammar (Cunningham and Foster, 1978 in Tierney, 1995:357) aids students with a frame work for identifying the plot structure and other key elements of story. Through a figure, a story can be organized into several categories of events and sequences. Story maps (Dreher and Singer, 19980 in Tierney, 1995:357) present guidelines to generate questions that accompany short narrative essays. The

questions design involve a rather simple procedure, including the setting, the problem or topic, the goal, and the resolution of the story would be written.

### **6. Graphic Organizers**

Graphic Organizer (Barron, 1969 in Tierney, 1995:328) presents the students an idea framework designed to show important conceptual relationship between content vocabulary and content chapter. Students are asked to provide words that may be selected as important understanding in composing essays. It helps students in learning to write a unified and coherent essay in a good developed organization.

## **E. CONCLUSION AND SUGGESTION**

### **1. Conclusion**

Based on the research findings, the writer comes to the following conclusions. First, in general, there is a different impact between the application of cooperative learning and non-cooperative learning in the classroom. In other words, students who are taught using the cooperative learning technique gained better achievement than those taught using the non-cooperative learning technique. The former facilitated learning more than the later.

Second, there is a tendency that high school students have the ability to express their ideas in written form if they are trained to do that. High school students can express their ideas flowing of a piece of blank paper with suitable topics which interest them. There are no other reasons for not teaching writing skill for high school students, as there are many strategies and techniques to teach writing in the classroom activities.

Third, on the basis of the teaching of writing a narrative, descriptive, and procedural essay for high school students, cooperative learning actually can give significant improvement on students' ability in writing a thesis statement and providing suitable supporting ideas to the thesis statement. It also improves students' ability in composing a unified and coherent essay in a good developed organization. That is to say, students of cooperative learning class improve better than those in non-cooperative learning class.

### **2. Suggestion**

The recommendations are of two kinds. Recommendations for writing instruction especially in the teaching of writing and English in general in high

school context and recommendations for further studies.

**a. Recommendation for Writing Instruction**

Based on the findings of this research, it is recommended that cooperative learning technique can be used as one of the teaching techniques to learn English in high school context. It helps much in developing students' writing skills and is more effective than the non-cooperative learning technique.

To apply cooperative learning properly in the classroom practice, writing teachers (in this case English teachers), are required to have a good plan in using this promising technique. Teachers have to know well the definition of cooperative learning, the principles and basic elements of cooperative learning, the techniques and the activities, the strength and advantages, and other things related to cooperative learning.

As writing is the most complicated language skill, teachers may provide some writing teaching strategies and techniques which aid students in learning to write paragraphs on certain topics. Some of the strategies are suitable in learning how to make a clear thesis statement and provide supporting ideas. Some of them are addressed to familiarize students with a unified and coherent essay, and some of them train students to organize their ideas in a developed organization. Last but not least, teachers should provide students some secondary sources of writing, such as books, magazines, newspapers, and journal which will help students in getting more information in composing essays.

**b. Recommendations for further Studies**

Referring to the limitation of the study as well as existing literature, other areas of similar research are still open. This study is only limited to the teaching of narrative descriptive and procedural essays. Similar research is recommended to be conducted to the teaching of literature, as one important aspect to be introduced and taught in high school.

As stated before that grammar and vocabulary are the most common weaknesses on students' writing, but they cannot be the focus of this research. So, it is also recommended for other studies in

trying to investigate the two aspects to make better achievement in writing.

It is also recommended for other studies related to any psychological effects of cooperative learning towards students, such as motivation, liking for school, self-esteem, social skill, better achievement, and also high critical thinking.

Another recommendation is that cooperative learning can also be applied in teaching Speaking, Reading, and Listening in English classroom context. Different findings might be obtained because generally different courses have different characteristics. Related to existing studies, it shows that cooperative learning is used in many areas of studies.

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