THE EFFECTIVENESS OF COLLABORATIVE LEARNING IN IMPROVING THE ABILITY OF ELEVENTH GRADE STUDENTS IN WRITING NARRATIVE PARAGRAPH

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Abstract

The objective of this research is to find out whether or not collaborative learning can improve students ability in writing narrative paragraph of the eleventh grade students of MA. Alkhairaat Pusat Palu. The researcher applied a pre–experimental research design which was conducted by using pre-test and post-test. The population of this research was the eleventh grade students of Madrasah Aliyah Alkhairaat Pusat Palu and its sample was XI IPA 1. The data was analyzed by using statistic. The result of data analysis showed that the value of the t-counted (15,80) with degree of freedom (df) of 27-1= 26 and 0,05 of critical value was higher than t-table (2,056). It showed that the hypothesis was accepted. Therefore, it could be proved that collaborative learning can improved the students' ability in writing narrative paragraph of the eleventh grade students of MA. Alkhairaat Pusat Palu.

Keywords: Collaborative Learning, Narrative Text, Writing

INTRODUCTION

Writing is one of the language skills to be used in indirect communication that refers to translating ideas into linguistic symbols in print. It is also a form of communication to express thinking or feeling through writing. Students need to master writing skill in order to improve their communication skills in life. Writing also provides the students to express the ideas, thoughts, and opinions.

In writing class we often find the students who cannot write an English composition spontaniously or easily, they might get struggle when they write, they might have some difficulties in making a good sentence, they might have a trouble with the right sentence structure and the good word order. That is why, based on the researcher preliminary research at MA. Alkhairaat Pusat Palu, the researcher found that there are several major problems faced by the students in writing. First, lacking of English vocabulary. Vocabulary

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is one of the first steps of learning a second language. Lacking of English vocabulary becomes one of the reasons why students think that writing is difficult thing. Vocabulary is important for students because it is the basic component to understand meaning. Second, lacking of experiences in writing in form of a short story or text becomes difficulties in writing. Students are not interested in writing because they are not accustomed to it. In certain school, writing is not fun activities. It is because they consider that writing is not an interesting activity. Some students feel that they are unable to do writing because they are not talented enough. Then, lacking of attention in rules of writing which make the students confused how to write structurally and systematically. Lacking of comprehension about the concept of writing can make the readers confused with the ideas. Therefore, students are not taught only how to write, but how they can make the readers completely understand with the ideas in writing. Finally, in researcher's experiences, time allocation is also a problem for students in writing. The time that has been given from the teacher is not sufficient for developing their ideas. As the result, students will not maximize in writing the paragraph.

Relating to the phenomenon, the researcher proposed collaborative strategy in teaching students to improve their ability in writing narrative paragraph. Collaborative learning is one of the teaching methods that involve students to work collaboratively in order to reach a certain goal. Felder and Brent (2004) states "collaborative learning involves students in class participation, provides them with leadership and group decision, and gives them chance to interact and learn to other students". This strategy is considered as an effective one used to teach writing. Collaborative learning is a strategy designed to improve the writing skill of students in diverse abilities. Diverse ability means the understanding of each student in comprehending the material easily. Johnson and Johnson (2000) state "teachers implement of collaborative learning at the classroom level using instruction to guide the students. Students apply the strategies while working in small cooperative learning group". Collaborative learning teaches students to work cooperatively on a writing assignment to promote better ability. Collaborative learning requires working together toward a common goal. This type of learning has been called by various names: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, or team learning. What they have in common is that they all incorporate group work. However, collaboration is more than co-operation. Collaboration requires the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. Collaborative learning enables the students to get involved in their group and work cooperatively with

others. It is a wonderful strategy to encourage students feeling because the students will be more comfortable when they share with their friends and also reduce students' anxiety. Silberman (1996:86) supports "collaborative learning is great for kids with disabilities because they can contribute to their groups and feel successful, and get the help they need with their writing.

Since the students feel confused how to improve their writing, the problem statement was formulated in following question *Can the use of collaborative learning improve the ability of eleventh grade students at MA. Alkhairaat Pusat Palu in writing narrative paragraph?* It was to find out whether or not collaborative learning can improve the ability of eleventh grade students at MA. Alkhairaat Pusat Palu in writing narrative paragraph.

METHODOLOGY

In this research, the researcher applied pre-experimental research design to find out that collaborative learning improved the students' writing ability. In applying the treatment, the researcher used the formula recommended by Arikunto (2010:349) as follows:

$$O_1 \qquad\qquad X \qquad\qquad O_2$$

Where:
O1   **:** pre-test
X   **:** treatment
O2   **:** post-test

The population of this research was the second grade language major students at MA. Alkhairaat Pusat Palu consisting of 27 students. The sample was chosen by using total sampling technique. Referring to the title of the research, there were two variables presented. Cresswell (2009:59) says "the independent variables is the variale stands alone and it is not changed by the other variables, while the dependent variable is the variable depends on the other factors". It could be formulated that the independent variable was the use of collaborative learning, and the dependent variable was the ability of students MA. Alkhairaat Pusat Palu in writing narrative paragraph.

In testing the students' ability in writing, the researcher divided the tests into two types. They were pre-test and post-test. The pre-test was given to find out the initial ability before presenting the material in the classroom and the post-test was given to find out the improvement of students' writing ability after presenting the material.

After administering the pre-test, the researcher continued a treatment by teaching narrative text for eight times meetings. The meeting was applied based on the English subject schedule at the school. In conducting the teaching process, the post-test was chosen to be the last activity. The purpose of doing this test was to clarify and to explain whether the treatment was effective or not by looking at the differences between pre-test and post-test. The researcher applied statistical analysis to analyze the result of the tests. The evaluation was analyzed based on the elements of the five writing skills which were content, organization, vocabulary, grammar, and mechanics.

The researcher calculated the data of pre-test and post-test individually by using formula which was proposed by Purwanto (1987:102):

$$NP = \frac{R}{SM} \, X \, 100$$

Where:

Np = individual score
R = raw score
Sm = maximum score
100 = constant number

After taking the standard score from each student, the researcher then calculated the mean score of the class. The researcher used a formula to obtain the mean score recommended by Best (1981:225)

$$M = \frac{\Sigma x}{N}$$

Where:
M = mean score
Σx = obtained score
N = number of students

Next, the mean deviation is counted by using formula designed by Arikunto (2010:352):

$$M_d = \frac{\Sigma d}{N}$$

Where:
Md = mean from post-test and pre-test
Σd = total score of deviation
N = number of students

Then, the researcher computed the square deviation by applying the formula which was proposed by Arikunto (2010:351) as follows:

$$\sum x^2 d = \sum d^2 = \frac{(\sum d)^2}{N}$$

Where:
$\sum x2d$= sum of square deviation
N= number of students

After getting the mean and sum square of deviation score, in order to know the effectiveness of the treatment, the researcher applied the formula proposed by Arikunto (2010:349):

$$t = x = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}}$$

Where:
t= the value of t-counted
M_d= the mean deviation of pre-test and post-test difference
$\sum x^2 d$= the sum deviation of square deviation
N= number of students

FINDINGS

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Table 1:

Pre-Test, Post-Test, and Deviation

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No	Students	Pre-Test	Post-Test	∑d (posttest-pretest)	$\sum d^2$
1	Adr	31,25	75	25	625
2	Ahm	25	71.42	46.42	2154.8
3	Ahy	25	75	50	2500
4	Ama	37,5	75	37.5	1406.2
5	Ayu	31,25	75	43.75	1914.0
6	Alv	43,75	68,75	25	625
7	Can	25	68,5	43.5	4032.2
8	Fad	31,25	71,42	40.17	1613.6
9	Fau	43,75	71,42	27.67	765.6
10	Dik	31,25	71,42	40.17	1613.6
11	Gug	25	75	50	2500
12	Her	37,5	71,42	33.92	1150.5
13	Hus	25	71,42	46.42	2154.8
14	Kur	43,75	75	31.25	976.5
15	Dew	37,5	75	37.5	1406.2
16	Fikr	43,75	75	31.25	612.5
17	Muh	31,25	68,5	37.25	1387.5
18	Muha	31,25	68,75	37.5	1406.2
19	Sya	31,25	71,42	40.17	1613.6
20	Mut	43,75	75	31.25	976.5
21	Muq	31,25	68,5	37.25	1387.5
22	Nach	43,75	75	31.25	976.5
23	Nur	37,5	75	37.5	1406.2
24	Okti	43,75	75	31.25	625
25	Rafi	50	81,25	31.25	351.5
26	Syar	31,25	75	43.75	1406.2
27	Syari	43,75	71,42	27.67	765.6
	Total			**964.36**	**38036.8**

Regarding to the previous description, the researcher accumulated the mean score of students' pre-test by adding the standard score and dividing with the number of students. The accumulation was as follows:

$$\text{Mean (pre-test)} = \frac{\sum x}{N}$$

$$= \frac{956,25}{27}$$

$$= 35,41$$

From analyzing the result above, the researcher obtained that the highest score was 50 and the lowest one was 25. The mean score of pre-test was 35,41. After accumulating the students' pre-test scores, the researcher calculated the scores in post-test. The formula composed was the same as in pre-test.

$$\text{M (Post-test)} = \frac{\sum x}{N}$$

$$= \frac{1899,19}{27}$$

$$= 70,34$$

From the result of post-test above, it was definitely seen that there was an improvement which created different score between the students' mean score in pre-test and post-test. The students' mean score in pre-test was 35,41 which was lower than post-test score 70,34. It can be concluded that collaborative learning was effective in improving students ability in writing narrative paragraph.

After computing the mean score of the students' pre-test and post-test, the researcher wanted to know the distribution of students' scores on pre-test and post-test. To get the result of computation, the researcher obtained it through the deviation of post-test and pre-test.

$$M_d = \frac{\sum d}{N}$$

$$= \frac{964,36}{27}$$

$$= 35,71$$

Next, the researcher counted the square deviation which was described below:

$$\sum x^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 38036.8 - \frac{(964.36)^2}{27}$$

$$= 38036.8 - \frac{929990.21}{27}$$

$$= 38036.8 - 34444.08$$

$$= 3592.72$$

After having the sum of square deviation, the researcher then analyzed the data statistically in order to know the significance difference of the pre-test and post-test using formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{35.71}{\sqrt{\frac{3592.72}{27(27-1)}}}$$

$$t = \frac{35.71}{\sqrt{\frac{3592.72}{702}}}$$

$$t = \frac{35.71}{\sqrt{5.117}}$$

$$t = \frac{35.71}{2.26}$$

$$t = 15.80$$

Having analyzed the previous data statistically, the researcher found out that the t-counted was 15,80 by applying 0.05 level of significance with degree of freedom (df) 27 (N-1=27-1=26). The researcher concludes that the t-counted (15,80) was higher than t-table (2.056). It could be seen that the hypothesis of research was accepted. Therefore, collaborative learning can improve students' ability of eleventh grade students of MA. Alkhairaat in writing narrative paragraph.

DISCUSSION

Based on the tests result, it shows that after teaching learning process by using collaborative learning as the technique in teaching narrative text can improve the students'

scores. The using of collaborative learning can improve the students' achievement in writing narrative text. It can be seen from the mean of students' pre-test which the students got lower scores in writing a simple narrative text. Students confused in developing the idea in paragraph. The most weaknesses of each student were on the grammar and the mechanism of writing. That is why the researcher emphasized the treatment not only in the technique but also in every components of writing. In doing pre-test, students got low scores in their writing. Most of students who made many mistakes in writing content and organization were 41,18%. The students' mistakes in writing vocabulary were 87,5%. In mastering grammar, the students' mistakes were 92% and the studentss' incorrectness in mechanism of writing were 80%. Based on the percentage, the researcher found out that the students in MA. Alkhairaat Pusat Palu need to improve their writing.

After knowing the result of pre-test, the objective of research was to find out whether or not collaborative learning can improve students ability in writing. The researcher then applied collaborative learning to improve their skill in writing narrative paragraph. The researcher treated the students for eight times meetings. In the treatment, the researcher observed students' writing by looking at the result of their writing. It was found that the students' skill in writing was improved. Finally, to know the effectiveness of collaborative learning, the researcher administered the post-test to the students. Based on the result of post-test, the use of collaborative learning was effective to improve students writing. It can be seen from the percentage of post test. The number of students who made mistake in composing content and organization was decreased into 26%. The studentss' incorrectness in writing vocabulary was decreased into 4,16%. In mastering grammar, the mistakes was decreased into 1,25%, the students who made mistakes in mechanism of writing decreased until 1,1%. It means that the classroom average result is improved. The use of collaborative as a technique provided the students attention when the researcher asked them to write narrative paragraph collaboratively. Besides the result of pre-test and post-test, the improvement also was proven by using formula t-test. It shows that the result is 15.80. It is higher than t-table which is the result is 2.056. Because the t-test result is more than t-table result, the researcher believed that using collaborative learning as the technique in teaching narrative text gives an effect in improving students' ability in writing.

Talking about findings, the researcher found previous study, from Sabarun (2007) which entitled improving writing ability through cooperative learning. On his study, he did not specify his material to the students. In this case, the students were confused in composing their writing. That is why it was difficult for students to write and to convey

their idea with the accurate diction, punctuation, and spelling. The researcher realized that there were some differences between her studies and another one. The first point was that Sabarun's research did not specify the material while the researcher did. It was to make the students easy to write the paragraph. The second thing was that the improvement from researcher's result was more significant than Sabarun's research. Regarding to the previous explanation, the researcher found that collaborative learning was effective to improve students' ability in writing narrative paragraph. It is because the technique can help the students to reduce students anxiety and share each other (Felder and Brent:2004).

CONCLUSIONS AND SUGGESTIONS

Based on the research in MA Alkhairaat Pusat Palu, the researcher concludes that the effectiveness of collaborative learning as the technique in teaching writing narrative text can improve the students' ability in writing narrative paragraph of the eleventh grade students of MA Alkhairaat Pusat Palu especially the students in XI IPA as the experimental class. It improved students' attention when they are asked to write narrative paragraph. Students focused on joining the writing lesson while teaching learning activity was happening. Besides, there is significant difference between the main score value of pre-test and post-test. It is proved that t-counted value was higher that t-table value 2.056. It means that the hypothesis of this research is accepted.

In teaching and learning process teacher should be able to make the activity of teaching learning process become enjoyable and fun. Therefore, the students have a high motivation in learning. The teacher should be able to use various techniques in teaching learning process. Regarding the teaching writing narrative paragraph by using collaborative learning and based on the general conclusion of the research, the researcher suggests that the teacher can use collaborative learning as the technique in teaching writing since it is proved that this technique can improve the students' ability especially in writing narrative paragraph. Before applying collaborative learning to the students in teaching learning process, the teacher should make sure that the students have understood and have enough vocabulary and information about narrative paragraph. Other English teachers at senior high school level can also take the findings of this research into consideration in developing strategies to enhance the students' ability in writing. It is also suggested that the teachers should be selective in choosing the appropriate stories for the students based on their educational and proficiency levels as well as their interests. Meanwhile, for the future researchers, the result of this study can be used as a valuable source to conduct further

research to improve the students' ability in writing sentences or paragraph in different strategies in the implementation phase or a different research design, or language skills.

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