

THE EFFECT OF USING CO-OP CO-OP TECHNIQUE IN TEACHING WRITING NARRATIVE TEXT TO THE TENTH GRADERS OF SMAN 3 SIDOARJO

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Abstrak

Menulis adalah keterampilan produktif untuk menunjukkan pemikiran seseorang melalui kata-kata tertulis. Menulis menjadi keterampilan penting di era globalisasi ini. Dalam dunia modern, bahasa tertulis berperan dalam berbagai fungsi kehidupan sehari-hari seperti untuk tindakan, informasi, dan hiburan. Co-op Co-op menempatkan tim dalam kerjasama antara satu sama lain untuk mempelajari topik kelas. Co-op Co-op memungkinkan siswa untuk bekerja sama dalam kelompok-kelompok kecil, pertama untuk meningkatkan pemahaman mereka tentang diri mereka sendiri dan dunia, dan kemudian memberi mereka kesempatan untuk berbagi pemahaman baru dengan rekan-rekan mereka. Desain pembelajaran Co-op Co-op menyentuh setiap aspek dari proses menulis. Dalam melakukan penelitian ini, peneliti menggunakan desain penelitian eksperimental kuantitatif. Hal itu dilakukan untuk mengetahui apakah pengajaran menulis teks naratif dengan menggunakan teknik Co-op Co-op efektif untuk meningkatkan kemampuan menulis siswa. Dengan demikian, peneliti memilih dua kelompok untuk penelitian ini; mereka adalah kelompok eksperimental dan kontrol. Populasi yang dipilih adalah semua siswa kelas X di SMAN 3 Sidoarjo. X-1 sebagai kelompok eksperimental dan X-5 sebagai kelompok kontrol. Kedua kelompok diberi pre-test dan post-test. Skor dari pre-test dan post-test digunakan untuk mengumpulkan data. Dari data, peneliti membuat perhitungan statistik dengan menggunakan t-test dan analisis untuk menjawab pertanyaan penelitian. Dari hasil perhitungan t-test, nilai t- adalah 3.37, sedangkan t-tabel adalah 2.00 di tingkat signifikan .05 dengan derajat kebebasan 58. Selain itu, perhitungan t-test juga dilakukan di masing-masing komponen menulis. Nilai t- untuk *konten* adalah 3.26, *organisasi* adalah 3.27, *kosakata* adalah 3.62, *penggunaan bahasa* adalah -0.16 dan *mekanik* adalah 1.05. Selanjutnya, hasilnya menunjukkan bahwa ada peningkatan yang signifikan dalam hal *konten*, *organisasi*, dan *kosa kata* antara siswa yang diajar menulis teks naratif dengan menggunakan teknik Co-op Co-op dan mereka yang tidak. Di sisi lain, tidak ada perbedaan dalam hal *penggunaan bahasa* dan *mekanik* antara siswa yang diajar dengan menggunakan teknik Co-op Co-op dan mereka yang tidak.

Kata Kunci: *Co-op Co-op Technique, writing, dan narrative text.*

Abstract

Writing, one of the means of language communication, is used most widely in people's daily lives. Writing becomes an essential skill in this globalization era. In the modern world, written language serves a range of functions in everyday life such as for action, information, and entertainment. Co-op Co-op places teams in cooperation with one another to study a class topic. Co-op Co-op allows students to work together in small groups, first to advance their understanding of themselves and the world, and then provide them with the opportunity to share that new understanding with their peers. The Co-op Co-op lesson design touches every aspect of the writing process. In conducting this study, the researcher used an Experimental Quantitative Research design. It was done to find out whether teaching writing narrative text by using Co-op Co-op technique was effective to improve students' writing ability. Thus, the researcher chose two groups for this research; they were experimental and control groups. The population chosen was all of the tenth graders in SMAN 3 Sidoarjo. The samples were X-1 as the experimental group and X-5 as the control group. Both groups were given pre-test and post-test. The scores from pre-test and post-test were used to collect the data. From the data, the researcher made statistical calculation by using t-test and analysis to answer research questions. From the t-test calculation, the t-value was 3.37, while the t-table was 2.00 in .05 level of significant with the degree of freedom 58. Moreover, the t-test calculation was also conducted in each writing component. The t-value for content was 3.26, organization was 3.27, vocabulary was 3.62, language use was -0.16 and for mechanics was 1.05. Furthermore, the result shows that there is significant improvement in the terms of content, organization, and vocabulary between the students who are taught writing narrative text by using Co-op Co-op technique and those who are not. On the other side, there is no difference in terms of language use and mechanics scores between the students who are taught by using Co-op Co-op technique and those who are not.

Key Words: *Co-op Co-op Technique, writing, and narrative text.*

INTRODUCTION

Language is a very essential means of communication in daily human life. Human beings use language both in written and spoken forms to convey their thoughts. There are approximately 3000–6000 languages that are spoken by humans today. Among those languages, there is one language called English, which is a West Germanic language spoken originally in England, and is now the most widely used language in the world. People of different countries speak English to communicate. English is the key which opens the door to scientific and technological knowledge. The area of English always becomes a special interest. It is because of the importance of English in any scope of our lives.

In Indonesia, English has its own function that is as a foreign language. This language gains much attention from the Indonesian government since it gives worthy impact for developing our education. Today, English is not only taught as an optional subject, but also as a compulsory subject at school. English is taught starting from kindergarten to university level. The Indonesian government has made new policy that is called English Standard Competence, which means that English is taught in order to improve students' language skills both spoken and written forms, give understanding about the importance of English in competition over the nations during global era and explain the relationship between language and culture (2006 English Standard Competence).

In learning English, there are four skills that must be mastered for complete communication. Those are listening, speaking, reading, and writing. All skills are fully essential, because they cannot be separated from each other. In this research, the researcher would focus on the writing skill.

Writing, one of the means of language communication, is used most widely in people's daily lives. Writing is a productive skill which someone shows his or her thought through written words. Writing becomes an essential skill in this globalization era. In the modern world, written language serves a range of functions in everyday life such as for action, information, and entertainment.

Though, transferring the thoughts into written language is not an easy task, students often have difficulty in organizing and elaborating their ideas. Organizing idea deals with one of writing aspects, which is organization. Here, we can see how well-organized and how clear an idea stated from students' writing. Elaborating idea deals with other four writing aspects, which are content, vocabulary, language use, and mechanics. In these four aspects, we can see how relevant students' writing to the topic, how are their word choices,

how complex the constructions, and how are the mastery of conventions. Teacher should be more creative to overcome those problems. The effective strategy should be applied by the teacher in achieving class objectives. One of the ways that can be used during the teaching writing is Co-op Co-op technique.

The concept of Co-op Co-op technique is derived from Cooperative Learning strategy. At least, there are four well-known book authors in teaching English that elaborate Co-op Co-op technique in their books. This technique is first introduced by Kagan Brothers in 1992, and then was more discussed by Richards, DeBolt, and Slavin in the following year. Co-op Co-op technique takes place when students work together on projects. Co-op Co-op technique provides a vehicle for social constructivism, where students are in control of their own learning and ultimately, the outcome of their learning. Students choose the group members, select the topic, prepare the topic, until present their topic in cooperative way.

This technique is best suited for writing skill, since it copes all of the process of writing from the Pre-Writing until the Post-Writing. These are the complete step of Co-op Co-op technique. The first is Student-Centered Class Discussion. The second is Team Selection and Team Building. Students do the Pre-Writing here, they select the group members for maximum heterogeneity and develop the skills needed to cooperate on the tasks or goals. The third is Topic Selection. The fourth is Minitopic Selection. The fifth is Minitopic Preparation. Students do the main writing process here. The next is Minitopic Presentations. After that, they will have Team Presentations. And the last is Reflection or Evaluation where the students and the teacher do the Post-Writing. This step can be modified based on the situation in the class.

The researcher believes that Co-op Co-op technique will be appropriate with one of the genres that the senior high school students must master, which is narrative text. Since narrative text has three generic structures (orientation, complication, and resolution) that can be classified as minitopic in one of Co-op Co-op technique stages.

Here, the researcher would like to prove whether Co-op Co-op technique can be effective in teaching writing narrative text of tenth graders in SMAN 3 Sidoarjo in term of content, organization, language use, vocabulary, and mechanics. The researcher hopes that Co-op Co-op technique would give good contribution in teaching writing narrative text of tenth graders in that school.

METHODOLOGY

In conducting this study, the researcher used an Experimental Quantitative Research design. It was done to find out whether teaching writing narrative text by using Co-op Co-op technique was effective to improve students' writing ability. Thus, the researcher chose two groups for this research; they were experimental and control groups. The researcher gave pre-test and post-test to those groups. Both groups had the same test on pre-test and post-test. The experimental group was taught writing narrative text by using Co-op Co-op technique and the control group was taught by using conventional way or usual narrative.

The population of this study was all tenth graders in SMA Negeri 3 Sidoarjo. The researcher chose tenth graders because a competence standard and a based competence about narrative text were existed for them. There were eight classes of tenth graders in SMA Negeri 3 Sidoarjo. From the population above, the researcher chose two classes as the sample by using cluster random sampling. The two classes that was chosen by using cluster random sampling technique as the sample were X-1 and X-5. Then, the researcher did random assignment to get the experimental and control groups. The result is X-1 was the experimental group; and X-5 was the control group. The diagram below described the process of drawing sample.

The instrument in this study is test. There is one test which is used in this study to both experimental and control groups. The test was given in pre-test and post-test. Pre-test was administered before the treatment initiated. Post-test was given after the treatment. The researcher conducted pre-test and post-test in order to measure whether there was significant difference change toward the students score in writing narrative text. The test was in the form of writing narrative text. The students wrote narrative text based on its generic structure and its language feature appropriately.

The writing tests were measured by using the rubrics ESL Composition Profile. The researcher marked the students' writing based on five aspects in ESL Composition Profile. The rubric consisted of content, organization, vocabulary, language use, and mechanic. The first point on this study is giving one pre-test, three treatments using Co-op Co-op technique, and one post-test. The students' results of pre-test and post-test were analyzed statistically through t-test calculation. This formula was chosen to know the significant difference in mean between the experimental and control groups. In this study, the level of significance was set up equal or less than .05 ($t \leq .05$).

RESULTS

The Students' Overall English Writing Ability between Experimental and Control groups

Table 1. The result of t-test calculation

GROUP	N	MEAN		DF	T-VALUE			t _{0.05}
		PRE TEST	POST TEST		PRE TEST OF BOTH GROUPS	POST TEST OF BOTH GROUPS	PRETEST & POSTTEST OF BOTH GROUPS	
E	30	64.61	73.59	58	-0.13	3.25	3.37	2.00
C	30	64.68	68.29					

From the table above, it can be seen that the t-value was presented in three different parts. The first t-value was gained from the pre-test score of both groups, the second t-value was gained from the post test of both groups and the last t-value was gained from the post-test and pre-test of both groups. In the table, the first t-value obtained was -0.13. It was smaller than the t-table. It can be concluded that there was no significant difference in the scores calculated from the pre-test of the experimental and the control groups.

Furthermore, the t-value in the next table was calculated from the post-test of the experimental and the control groups. It can be seen that the t-value of the post-test score was 3.25. It was higher than the t-table, which was 2.00. The last table shows the t-value of pre-test and post-test of both group. From the calculation, the t-value of post-test and pre-test score of both groups was 3.37. It was higher than t-table. It can be concluded that there was significant difference in the scores calculated from the pre-test and post-test of the experimental and the control groups.

The Students' English Writing Ability in Terms of Content

Table 2. The calculation of the t-test in terms of content

GROUP	N	MEAN		DF	T-VALUE			t _{0.05}
		PRE TEST	POST TEST		PRE TEST OF BOTH GROUPS	POST TEST OF BOTH GROUPS	PRETEST & POSTTEST OF BOTH GROUPS	
E	30	20.59	24.02	58	-1.00	2.32	3.26	2.00
C	30	21.14	22.63					

From the table above, it can be seen the first t-value was gained from the pre-test score of the experimental and the control groups was -1.00 and it was

smaller than the t-table. It can be concluded that there was no significant difference in the scores calculated from the pre-test of those groups.

The next column of the t-value was calculated from the post-test of the experimental and the control groups. It can be seen that the t-value of the post-test score was 2.32 and it was higher than the t-table, which was 2.00. The last column shows the t-value of the pre-test and the post-test of both group. From the calculation, the t-value of post-test and pre-test score of both groups was 3.26 and it was higher than t-table. It can be concluded that there is a significant difference in the scores calculated from the pre-test and the post-test of the experimental and the control groups.

The Students' English Writing Ability in Terms of Organization

Table 3. The calculation of the t-test in terms of organization

GROUP	N	MEAN		DF	T-VALUE			t ₀₅
		PRE TEST	POST TEST		PRE TEST OF BOTH GROUPS	POST TEST OF BOTH GROUPS	PRETEST & POSTTEST OF BOTH GROUPS	
E	30	14.13	16.19	58	-0.97	3.16	3.27	2.00
C	30	14.59	15.73					

The table above shows the first t-value was gained from the pre-test score of the experimental and the control groups was -0.97 and it was lower than the t-table. It means that there is no significant difference in the scores calculated from the pre-test of those groups.

In addition, the next column of the t-value was calculated from the post-test of the experimental and the control groups. It can be seen that the t-value of the post-test score was 3.16 and it was higher than the t-table, which was 2.00. The last column shows the t-value of the pre-test and the post-test of both group. From the calculation, the t-value of post-test and pre-test score of both groups was 3.27 and it was higher than t-table. It can be concluded that there is a significant difference in the scores calculated from the pre-test and the post-test of the experimental and the control groups.

The Students' English Writing Ability in Terms of Vocabulary

Table 4. The calculation of the t-test in the terms of vocabulary

GROUP	N	MEAN		DF	T-VALUE			t ₀₅
		PRE TEST	POST TEST		PRE TEST OF BOTH GROUPS	POST TEST OF BOTH GROUPS	PRETEST & POSTTEST OF BOTH GROUPS	
E	30	13.88	16.39	58	-0.28	5.27	3.62	2.00
C	30	14.01	14.59					

Based on the table above, the first t-value was gained from the pre-test score of the experimental and the control groups was -0.28 and it was lower than the t-table. It means that there is no significant difference in the scores calculated from the pre-test of both groups.

Furthermore, the next column of the t-value was calculated from the post-test of the experimental and the control groups. It can be seen that the t-value of the post-test score was 5.27 and it was higher than the t-table, which was 2.00. The last column shows the t-value of the pre-test and the post-test of both group. From the calculation, the t-value of post-test and pre-test score of both groups was 3.62 and it was higher than t-table. It can be concluded that there is a significant difference in the scores calculated from the pre-test and the post-test of the experimental and the control groups.

The Students' English Writing Ability in Terms of Language Use

Table 5. The Calculation of the t-test in the terms of language use

GROUP	N	MEAN		DF	T-VALUE			t ₀₅
		PRE TEST	POST TEST		PRE TEST OF BOTH GROUPS	POST TEST OF BOTH GROUPS	PRETEST & POSTTEST OF BOTH GROUPS	
E	30	13.17	13.33	58	1.27	1.19	-0.16	2.00
C	30	12.37	12.56					

From the table above, it can be seen the first t-value was gained from the pre-test score of the experimental and the control groups was 1.27 and it was lower than the t-table, which was 2.00. It means that there is no significant difference in the scores calculated from the pre-test of those both groups.

Furthermore, the next column of the t-value was calculated from the post-test of the experimental and the control groups. It can be seen that the t-value of the post-test score was 1.19 and it was lower than the t-table, which was 2.00. The last column shows the t-value of the pre-test and the post-test of both group. From the calculation, the t-value of post-test and pre-test score of both groups was -0.16 and it was lower than t-table, which was 2.00. It means that there is no significant difference in the scores calculated from the pre-test and the post-test of the experimental and the control groups.

The Students' English Writing Ability in Terms of Mechanics

Table 6. The calculation of the t-test in the terms of mechanics

GROUP	N	MEAN		DF	T-VALUE			t _{table}
		PRE TEST	POST TEST		PRE TEST OF BOTH GROUPS	POST TEST OF BOTH GROUPS	PRETEST & POSTTEST OF BOTH GROUPS	
E	30	2.84	2.93	58	1.11	1.17	1.05	2.00
C	30	2.73	2.78					

The table above shows the first t-value was gained from the pre-test score of the experimental and the control groups was 1.11 and it was lower than the t-table. It means that there is no significant difference in the scores calculated from the pre-test of those both groups.

The next column of the t-value was calculated from the post-test of the experimental and the control groups. It can be seen that the t-value of the post-test score was 1.17 and it was lower than the t-table, which was 2.00. The last column shows the t-value of the pre-test and the post-test of both group. From the calculation, the t-value of post-test and pre-test score of both groups was 1.05 and it was lower than t-table. It means that there is no significant difference in the scores calculated from the pre-test and the post-test of the experimental and the control groups.

DISCUSSION

Content

The terms of content dealt with the relevancy between the information and the topic, whether the text is understandable or not. In the post-test, the students got better scores in terms of content. The mean score of the experimental group in the pre-test was 20.59 and the post test was 24.02. In the control group in the pre-test it was 21.14 and the post test was 22.63. The students of the

experimental group got higher score after the treatment using Co-op Co-op technique.

Organization

Organization means dividing ideas into groups and putting them in logical order. Before writing, a writer needed to organize his idea. The mean score of organization in experimental group was 14.13 in the pre-test and 16.91 in the post test. The mean score of control group was 14.59 in the pre-test and 15.73 in the post-test. The students' writing in post-test after treatments given, were in adequate organized and the main ideas were clearer than before.

Vocabulary

The mean score of vocabulary in the experimental group was 13.88 in the pre-test and 16.39 in the post test. In addition, the mean score of the control group in the pre-test that was 14,01 and 14.59 in the post-test. In the post-test, the experimental group got higher mean score than the control group. The students' writing ability in terms of vocabulary from the post-test scores was in adequate sophisticated range. Their words were also in appropriate choice.

Language Use

In this research, the mean score of the language use in the experimental group was 13.17 in the pre-test and 13.33. There was no improvement of their scores in pre-test and post-test. The students still had problems in articles, pronouns, and verbs. In addition, the mean score of control group 12.37 in the pre-test and 12.56 in the post-test. It indicated the students in both groups had lack ability in terms of language use.

Mechanics

The mean score of mechanics in the experimental group was 2.84 in the pre-test and 2.93 in the post-test. In addition, the mean score of the control group was 2.73 in the pre-test and 2.78 in the post-test. There was no improvement of students' scores in both groups in this aspect.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result presented in the previous chapter, the researcher concluded that there is a significant difference in writing ability between the experimental group and the control group. It can be shown by the significant difference in the students' overall English writing ability scores between the experimental and the control group. The students in the experimental group, who were taught writing narrative text by using Co-op Co-op technique, achieved higher scores than those in the control group, who were taught without using Co-op Co-op technique. The mean of the post-test score in the

experimental group was 73.59, while in the control group it was 68.29.

After the scores of the both groups had been calculated by using t-test, it was found that the t-value in the students' overall English writing ability of t-test 3.37 was higher than t-table 2.00. It could be concluded that there was a significant difference between the writing ability of tenth grade students who were taught writing narrative text by using Co-op Co-op technique and the writing ability of those who were taught writing narrative text without using Co-op Co-op technique.

Furthermore, the result of the experimental and the control groups in their post-test English writing ability in term of content, organization, and vocabulary showed that t-value was higher than the t-table of .05. The t-value for content was 3.26, organization was 3.27, and vocabulary was 3.62. In other words, there was a significant difference in the writing ability in terms of content, organization, and vocabulary between the students who were taught writing narrative text by using Co-op Co-op technique and those who were not.

On the other hand, the result of the t-value for language use was -0.16 and for mechanics was 1.05. Those t-values were lower than t-table (2.00). It could be concluded that there was no difference in terms of language use and mechanics scores between the experimental and the control groups.

From those findings, it answered the statement of problems that the usage of Co-op Co-op technique in teaching writing narrative text could improve the student's writing ability three aspects; content, organization, and vocabulary. The usage of Co-op Co-op technique could not improve the student's writing ability in the terms of language use and mechanics.

In conclusion, Co-op Co-op technique can be used to teach writing to improve the students' ability in writing narrative text of tenth graders in SMAN 3 Sidoarjo.

Suggestions

After conducting the experiment, analyzing the data, and discussing the result, the researcher gives some suggestions to those who might need the result of this research. They are teachers, especially those of Senior High School ones, and other researchers who will conduct some studies in the same field.

1. The teachers

It is suggested for teachers to use appropriate means in teaching writing. The means must be interesting and can be used to encourage the students to write better than before. In this case, the use of Co-op Co-op technique is proven to be effective. In this study, students

are really enjoy to work in groups, give them more time to share their ideas to others.

2. Other researchers

For other researchers, it is recommended to use Co-op Co-op technique for teaching other different language skills or types of texts. The use of Co-op Co-op technique presented in this study can be explored further to get a better result.

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