A STUDY ON THE CONTENT AND ORGANIZATION OF THE TENTH GRADE STUDENTS' NARRATIVE COMPOSITION IN SMAN 1 GEDEG MOJOKERTO THROUGH COLLABORATIVE LEARNING

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Abstrak

Studi ini diarahkan pada penggambaran karangan naratif siswa kelas sepuluh dalam hal isi dan organisasi melalui pembelajaran kolaboratif. Dengan menggunakan adaptasi ESL Composition Profile yang ditulis oleh Jacobs et al (1981), studi ini menjawab pertanyaan bagaimana isi karangan naratif siswa kelas sepuluh melalui pembelajaran kolaboratif dan bagaimana organisasi karangan naratif siswa kelas sepuluh melalui pembelajaran kolaboratif.

Studi ini telah dirancang sebagai penelitian kualitatif deskriptif. Subyek penelitian ini adalah para siswa kelas sepuluh SMAN 1 Gedeg Kabupaten Mojokerto, sedangkan obyek penelitiannya adalah karangan naratif siswa. Karena penelitian ini adalah studi penelitian kualitatif deskriptif, peneliti adalah instrumen kunci dari penelitian ini. Dalam mengumpulkan data, beberapa prosedur telah dilaksanakan oleh peneliti, yakni: (1) peneliti meminta karangan siswa kepada guru sebagai hasil dari proses belajar mengajar; (2) peneliti menyalin karangan siswa dan mengembalikan karangan asli kepada guru; (3) peneliti membaca semua karangan siswa dan mencoba untuk memahami karangan-karangan tersebut; (4) peneliti menganalisa karangan-karangan tersebut dalam hal/istilah isi dan organisasi mengacu pada adaptasi ESL Profil Komposisi yang ditulis oleh Jacobs et al. (1981).

Setelah melaksanakan penelitian tersebut, peneliti menemukan hasil sebagai berikut: (1) isi dari karangan naratif siswa kelas sepuluh melalui pembelajaran kolaboratif dapat digolongkan menjadi tiga: tiga karangan tergolongkan dalam Excellent to very good level, lima karangan tergolongkan dalam good to average level, dan dua karangan tergolongkan dalam fair to poor level; dan (2) organisasi karangan naratif siswa kelas sepuluh melalui pembelajaran kolaboratif dapat digolongkan menjadi tiga: empat karangan tergolongkan dalam Excellent to very good level, empat karangan tergolongkan dalam good to average level, dan dua karangan tergolongkan dalam fair to poor level.

Kata kunci: karangan naratif, isi dan organisasi, pembelajaran kolaboratif

Abstract

This study is aimed at describing the tenth grade students' narrative composition in terms of content and organization that are taught by using collaborative learning. By using the adaptation of ESL Composition Profile written by Jacobs et al. (1981) as the standard, this study answered the questions of how the content of the tenth grade students' narrative composition through collaborative learning is and how the organization of the tenth grade students' narrative composition through collaborative learning is.

This study was designed as descriptive qualitative research. The subjects of this study were the tenth grade students of SMAN 1 Gedeg Kabupaten Mojokerto, while the object was the students' narrative composition. Since this research is descriptive qualitative study, the researcher is the key instrument of this study. In collecting the data, some procedures were conducted by the researcher, they are: (1) the researcher asked for the students' composition to the teacher as the result of the learning and teaching process; (2) the researcher copied the students' composition and gave the original back to the teacher; (3) the researcher red all of the compositions and tried to comprehend the compositions; (4) the researcher analyzes the compositions in terms of content and organization based on the adaptation of ESL Composition Profile written by Jacobs et al. (1981).

After conducting the research, the researcher found the result as following: (1) the content of the tenth grade students' narrative composition through collaborative learning was categorized into three levels: three compositions were categorized into excellent to very good level, five compositions were categorized into good to average level, and two compositions were categorized into fair to poor level; and (2) the organization of the tenth grade students' narrative composition through collaborative learning was categorized into three levels: four compositions were categorized into excellent to very good level, four compositions were categorized into good to average level, and two compositions were categorized into fair to poor level.

Keywords: Content, Organization, Narrative Composition, Collaborative Learning

INTRODUCTION

According to Standard Competence of English 2006, one of the objectives of English subject in senior high school is developing the students' communicative competence in spoken and written form in order to achieve the informational literacy level (Depdiknas, 2006). The communicative competence refers to that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Hymes in Brown, 2000), while the informational literacy level means that the senior high school graduates are expected to be able to access the accumulated knowledge because they are expected to communicate for academic purposes too. The learners are expected to be able to listen to short lectures, talk about serious matters, read popular and scientific texts, and write for different purposes. The kind of genres they learn should include those they are likely to encounter in their academic lives (Wells in Agustien, 2004:7-8).

Therefore, the Department of National Education has defined the scope of English subject for senior high school which covers the Discourse Competence, which is the competence of understanding and/or producing spoken and/or written text that brought into the four integrated language skills involving listening, speaking, reading, and writing in order to reach the informational literacy level. The competence in understanding and/or producing spoken and/or written text above is applied in any short functional texts, monologues and essays of the text genres including procedure, descriptive, recount,

narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review texts.

Besides the discourse competence, there are also supporting competences that include linguistic competence (using grammar and vocabularies, pronunciation, and structure), socio-cultural competence (using acceptable expressions and linguistic actions in any communication contexts), strategic competence (solving any problems that arise along the communication process in any ways in order to keep the communication run well), and discourse composer competence (using discourse composer elements).

Through those subject matters, the students will get many difficulties if the learning method practiced in the classroom, especially in writing skill, just a traditional teaching. According to Harmon and Hirumi in Harsono (2006), the traditional teaching is a teacher-centered environment. It means that power and responsibility are primarily teacher-centered, the teacher is in control, and s/he acts as the instructor and decision maker. In addition, the learning experience is often competitive in nature, students resent others using their ideas, and they master the knowledge through drill and practice. As the result, the students may not be able to master the subject matters well because of the learning environment itself.

Since writing skill is the most complex of the other skills, it requires a learning method that facilitates the students' opinion and creativity. By that reason, the students need a creative and innovative learning method that may help them in mastering the writing skill in easier way than just using traditional teaching method. By that kind of learning method, the students are wished to be able to optimize their linguistic competence and minimize any problems they may find during the teaching and learning activities. As the result, the students are able to achieve the informational literacy level well and easily.

One of the creative and innovative learning methods that is attractive enough is Collaborative learning. This learning method provides more chances to the students to express their opinion and anything in their mind. Smith and McGregor (1992) in the abbreviation of their article, "What is Collaborative Learning?" stated as following:

"Collaborative learning activities vary widely, but most center on students exploration or application of the course material, not simply the teacher's presentation or explication of it. … .

Collaborative learning represents a significant shift away from the typical teacher-centered or lecture-centered milieu into students centered in college classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. … . " (Smith and McGregor, 1992)

According to the statement above, the lesson does not teacher-centered of learning activity anymore, but it shifted away into students' centered learning process. By this way, the students get more chances in expressing their mind, opinion, and creativity.

Gerlach (1994) says that Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. On the other hand, Gollub in Smith and McGregor (1992) has pointed out, "Collaborative learning has as its main feature a structure that allows for student talk: students are supposed to talk with each other....and it is in this talking that much of the learning occurs."

In this case, writing as one of the language skills of the English subject is not an individual and anti-social activity. Writing is a social process (Ede and Lunsford in Silfilia, 2009), that is, writing can be done by a number of people. It is situated in a larger social context. Therefore, it can create a better classroom condition in which students engage directly and productively in a dialogue with peers. Finally, writing activity becomes easy, interesting, and fun.

This collaborative learning has been implemented by many educational practitioners and researchers. Gockhale (1995) has conducted a research which focuses on the effectiveness of the collaborative learning in enhancing drill and practice skill and critical thinking. The result of the research showed that collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas better than individual learning. Wiersema (2000), a teacher of advanced English, has used this collaborative learning in his class. Then he used two techniques to see how collaborative learning works in his class by using group/peer evaluation and in-class peer evaluation. The result showed that collaborative learning is enriching process for both the teacher and the students. Last, Silfilia (2009) that has conducted a research on "The Implementation of Collaborative Learning in Teaching Writing Narrative Text to the Twelfth Grade Students" found that collaborative learning was beneficial in teaching and learning writing narrative text.

Based on the previous researches above, the researcher is interested in investigating the implementation of collaborative learning in teaching and learning writing narrative text for the tenth grade students. He decides to conduct a deeper research of the

previous studies, which is describing the students' narrative composition as the result of implementing collaborative learning in writing narrative text.

In this study, the researcher focused on describing the content and organization of the students' composition. The researcher has chosen these aspects since the correlation between them with the process of writing itself. In the process of writing, students write and refine their compositions through a series of drafts. During the drafting stage, students focus on getting their ideas down on paper. This idea that the students want to write to the paper will determine the "Content". Then, the structure transition of their writing called "Organization.

Besides, those two aspects are first mentioned points in the ESL Composition Profile of Jacobs et al (1981) that are used by the researcher as the standard of the composition assessment. The terms of 'content' refers to the idea that the writer wants to share, while the terms of 'organization' refers to the structure transitions of the composition. Finally, this study provides the description of the content and organization of the students' narrative composition that are taught by using collaborative learning.

In this study, the researcher took the students' composition as the result of the implementation of collaborative learning method to be analyzed. As composition, it has some aspects that are able to be assessed. Here, the researcher decided two aspects to be assessed and then formulated them into research questions as the following:

1) How is the content of the tenth grade students' narrative composition through collaborative learning?
2) How is the organization of the tenth grade students' narrative composition through collaborative learning?

Based on the research questions formulated above, the objectives of this study are as the following:

1) To describe the tenth grade students' narrative composition in terms of content of through collaborative learning.
2) To describe the tenth grade students' narrative composition in terms of organization through collaborative learning.

RESEARCH METHODOLOGY

According to the research questions mentioned in Chapter I, the researcher found that the appropriate research design is descriptive qualitative. This research is designed to obtain information concerning the current status of phenomena and directed toward determining the nature of a situation as it exists at the time of the study (Ary et al, 1985:322). The content and organization of the tenth grade students' narrative composition as the result of implementing collaborative learning cannot be described in quantitative measurement by using numbers, so the researcher used qualitative measurement to describe these terms.

The researcher conducted the observation in the English class for three times. The researcher always sat at the back row of the class, observed the teachers and the students' activities, and took any notes to know the implementation of collaborative learning in the classroom.

In the end of the meeting, the students collected their compositions. Then, the researcher asked the teacher to lend him the students' composition. After the researcher got the students' composition, he copied them, and gave them back to the teacher. Then, based on the copies, the researcher analyzed those compositions in terms of content and organization by using the adaptation of the ESL composition profile written by Jacobs et al (1981) as the standard.

The objects of the study were the students' narrative composition. These compositions were written by class X-1, the tenth grade students of SMAN 1 Gedeg Kabupaten Mojokerto who were the subjects of the study. The researcher has chosen this class since this class was the best-conditioned class among the other classes.

The researcher conducted the research in class X-1 of SMAN 1 Gedeg Mojokerto of 2010/2011 school year. This class contains 40 students that consist of 14 male and 26 female students. It is located at Jalan Pendidikan 55 Gedeg Kabupaten Mojokerto.

The data of this study are words, phrases, and sentences taken from the students' composition. They are used to answer the research questions mentioned in Chapter I.

The source of the data is the students' composition. As the task of writing narrative text, the teacher gave a written task that must be done by the students in the groups. The students collected the task in the last meeting. So, the task product represented the students' narrative composition.

Since this research is descriptive qualitative study, the researcher is the key instrument of this study. He obtained the data by observing and analyzing the students' narrative composition that were taught through collaborative learning. In collecting the data, some procedures were conducted by the researcher, they are: (1) the researcher asked for the students' composition to the teacher as the result of the learning and teaching process; (2) the researcher copied the students' composition and gave the original back to the teacher; (3) the researcher red all of the compositions and tried to comprehend the compositions; (4) the researcher

analyzed the compositions in terms of content and organization based on the adaptation of ESL Composition Profile written by Jacobs et al. (1981).

After the data that were obtained from the students' narrative composition was collected, the data were analyzed by using the adaptation of ESL Composition Profile by Jacobs et al (1981) for narrative text. The researcher used some steps in analyzing the data. First, the researcher tried to understand and comprehend the students' composition. Second, the researcher analyzed the data using ESL Composition Profile. Third, the researcher categorized the data based on the terms in research questions (Content and Organization). Fourth, the researcher developed the categories of each term into word, phrases, and sentences based on the criteria of each terms. Last, the researcher presented the categorized data in each category.

RESULT AND DISCUSSION

According to the first research question mentioned in Chapter I, "How is the content of the tenth grade students' narrative composition through collaborative learning?" the students' compositions were the data that must be analyzed. These compositions were analyzed by the researcher based on the ESL composition profile with adaptation for Narrative composition.

The term "Content" of a composition, as Brown (2001) stated, involves thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinions, use of description, cause / effect, comparison / contrast and consistent focus. It also deals with the ideas and topics that the writer wants to communicate to the reader. Here are the analyses of the students' narrative composition that are taught through collaborative learning applied in the English class.

There were 3 groups' compositions that were categorized into excellent to very good level. The compositions that were categorized into this level fulfill the criteria stated in ESL Composition Profile for excellent to very good level category of Content. They are knowledgeable, substantive, thorough development of thesis, and relevant to the assigned topic.

First, knowledgeable means that there is an understanding of the composition idea and there is recognition of several aspects of the composition: orientation, complication, and resolution. Second, substantive means that there are sufficient details and originality with concrete details to illustrate the factual information supporting the theme / topic. Third, thorough development of thesis means that the composition presents details or illustrations to convey a sense of completeness. These details allow the readers visualize the setting, plot, characters, and the relationship of the story. And fourth, relevant to the assigned topic means that the entire information presented in this composition clearly pertinent to the topic. By this information, the composition keeps the readers' attention from the beginning until the end of the story.

Next, there are 5 compositions categorized into good to average level. In this level, the composition has criteria as follows. First, it has some knowledge of subject and there is recognition of several aspects of the composition. Second, this composition has adequate range of detail. The detail of the story helps the readers visualize the setting, plot, character, and the relationship of the story. The detail itself includes the information presented in orientation, complication, and resolution. Third, this composition has limited development of theme. The illustration presented in this composition expanded quite well to convey a sense of completeness of the story. This illustration may determine if the composition was understandable or not. Fourth, as conclusion, the compositions has mostly relevant to the topic but lacks in detail. After all, the content of the story as holds the readers' attention throughout most of the story.

Last, there are 2 groups that were categorized into Fair to Poor level. The compositions categorized into this level have criteria as follows: First, this composition has limited knowledge of subject. Second, this composition has little substance. But the substance of this composition was unclear since it has limited details to show several aspects of this story. This situation made hard for the readers to see the setting, plot, characters, and the relationships in this story. Third, the compositions have inadequate development of topic. An adequate development of topic can make the story run smooth. In result, the readers may visualize the aspects of the story well and feel a live story. Unfortunately, the compositions in this level do not show this point.

The second research question: "How is the organization of the tenth grade students' narrative composition through collaborative learning?" The organization of a composition deals with the Structure Transitions. In other opinion, Brown (2001) stated that organization includes effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. As the result, the compositions are grouped by the levels according to the ESL Composition Profile: excellent to very good level, good to average level, and fair to poor level.

There were 4 compositions categorized into excellent to very good level, there were 4 compositions that categorized into good to average level, there were 2 compositions categorized into fair to poor level.

First, the compositions categorized into excellent to very good level. In this level, the compositions were fulfilling the criteria as follows: First, this composition is well organized. The orientation, complication and resolution of this composition are presented. The existence of these structures is effective and moves the reader through the story. Meanwhile, the relationship within and between paragraphs are also clearly indicated.

Second, the ideas clearly stated. The theme of the compositions clearly exists and supported by the topic sentences. Third, the composition has fluent expression. The ideas flow and build one another. Fourth, the composition has logical sequencing, was indicated by the transitional marker that shows the time order, space order, or importance. Fifth, the composition is succinct and cohesive. The ideas directed concisely to the central focus of the story without digressions. Each paragraph reflected each structure of a narrative story; orientation, complication, and resolution. Then, those paragraphs form a unified story by its focus. The ending of the story given by the group made a powerful conclusion. As conclusion, the composition categorized into this level was a thoughtful story and has a powerful ending.

Second, the compositions categorized into good to average level. The compositions into this level have following criteria: First, this composition was loosely organized but the main ideas stand out. Mostly, the structure of this story was presented but lacks of some relationships within and between paragraphs. This situation caused some lacks of information. Second, the ideas have limited support but the focus is still maintained throughout most of the story so that this composition still can lead the reader to understand the composition well. Third, the compositions have logical but incomplete sequencing. The chronological order was mostly developed logically but some of the sequences were not presented on the story.

And third, the compositions categorized into fair to poor level. A composition that the organization is categorized into fair to poor level has non-fluent expression, confusing or disconnected ideas, and lacks of logical sequencing and development of structure and supporting details. First, the ideas of the compositions are confusing and disconnected. Second, the compositions lacks of logical sequencing and development. The transitional signal used in this composition was also incorrect so that it made the reader confused. And third, the organizational feature the compositions has non-fluent expression. The ideas were not built one another.

CONCLUSION AND SUGGESTION

After conducting the study on the content and organization of students' composition through collaborative learning, the researcher found that the result is various. It can be seen that the compositions of this class were categorized into three levels of both aspects content and organization. The detailed information of this statement would be discussed as following:

In terms of content, the students' narrative compositions were categorized into three levels: three compositions were categorized into excellent to very good level, five compositions were categorized into good to average level, and two compositions were categorized into fair to poor level. From this result, the researcher concluded that the tenth grade students successfully made

narrative composition well in terms of content, since more than five of ten compositions, exactly eight, were categorized into higher level than fair to poor level.

In terms of organization, the students' narrative compositions were categorized into three levels: four compositions were categorized into excellent to very good level, four compositions were categorized into good to average level, and two compositions were categorized into fair to poor level. From this result, the researcher concluded that the tenth grade students were successfully made the narrative composition in terms of organization well. This conclusion strengthened by the fact that eight of ten compositions were categorized into higher level than fair to poor level. Besides that, the students were able to make compositions in good logical sequencing and appropriate length.

Considering to the result, discussion, and conclusion of this study and also in order to make this study more useful and meaningful in education field, the researcher presents some suggestions as follows:

1.For the teachers, they should be able to conduct collaborative learning ideally based on the collaborative procedure so that the participants of the teaching and learning process are able to evaluate whether this learning method is appropriate to be conducted in their classroom or not.

2.The teacher should build the students basic knowledge of the subject matter effectively so the students are able to explore their mind more widely.

3.For the next researchers, they can conduct this learning method and research the other aspects than content and organization, such as vocabulary, language use, and mechanics.

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