

Improving Students' Skill In Writing Through Cooperative Learning Strategy At Bilingual Class Of Essenville School Bandung

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ABSTRACT

Keywords:

*Writing Skill;
Cooperative
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student.*

There are so many problems faced by the teachers in teaching English as foreign language. The most difficult problem is teaching and learning writing. In learning writing especially writing recount text, students have many difficulties in analysing the grammatical features of a text. In relation to the improving the students' writing, the cooperative concept is occurred in teaching recount text. One strategy in cooperative learning is think pair share. In this case, the researcher is eager to investigate and examine the possibility of improvement in students' skill in writing recount through cooperative learning by using think pair share. And finally to find out weather this technique of cooperative learning can give more improvement to the students in writing recount. The study used descriptive qualitative research which focused on the natural characteristic of data by using classroom action research. The findings showed that, there was an increase of students' skill in writing recount from cycle 1 to cycle 2. Then, face to face interaction as one of element of cooperative learning contributed very much in improving students' writing skill for for Bilingual class, grade VII, Essenville Junior High School (Sekolah Menengah Pertama:SMP).

ABSTRAK

Kata Kunci:

*Keterampilan
Menulis;
Pembelajaran
Kooperatif;
Siswa Bilingual.*

Terdapat banyak permasalahan yang dihadapi oleh para guru dalam pengajaran Bahasa Inggris sebagai bahasa asing. Permasalahan yang paling sulit adalah dalam pengajaran dan pembelajaran menulis. Dalam pembelajaran menulis, khususnya menulis teks recount, siswa mengalami berbagai kesulitan dalam menganalisis unsur-unsur kebahasaan (gramatikal) dari sebuah teks. Terkait dengan upaya meningkatkan kemampuan menulis siswa, konsep pembelajaran kooperatif diterapkan dalam pengajaran teks recount. Salah satu strategi dalam pembelajaran kooperatif

adalah Think-Pair-Share. Dalam hal ini, peneliti terdorong untuk menyelidiki dan mengkaji kemungkinan adanya peningkatan keterampilan menulis recount siswa melalui pembelajaran kooperatif dengan menggunakan strategi Think-Pair-Share. Tujuan akhirnya adalah untuk mengetahui apakah teknik pembelajaran kooperatif ini dapat memberikan peningkatan yang lebih signifikan terhadap kemampuan menulis siswa dalam teks recount. Penelitian ini menggunakan pendekatan deskriptif kualitatif yang berfokus pada karakteristik alami data melalui metode penelitian tindakan kelas (Classroom Action Research). Hasil penelitian menunjukkan bahwa terdapat peningkatan keterampilan menulis recount siswa dari siklus pertama ke siklus kedua. Interaksi tatap muka, sebagai salah satu unsur dalam pembelajaran kooperatif, memberikan kontribusi yang sangat besar dalam meningkatkan kemampuan menulis siswa di kelas Bilingual, kelas VII, SMP Essenville.

INTRODUCTION

The human being has their own necessity in their life, such as safety needs, belonging needs, and needs to learn. There are so many things to learn including learning language, and so many languages can be learned. One of them is English. English is learned as compulsory in Indonesian school. It is started from basic education to higher education. There are so many problems faced by the teachers in teaching English as foreign language. The problems cover teaching language skill such as listening, reading, speaking and writing. But in fact, the most difficult problem is teaching and learning writing. In learning writing especially writing recount text, students have many difficulties in analysing the grammatical features of a text. It is known that, the nature of recount writing is retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants. It is so difficult because it concerns grammatical, vocabularies and generic structure.

The traditional method, such as grammar translation method, which is oriented to grammatical, is still dominantly used by the teachers. In this method, the teachers ask the students to write down the text and expressions, and then explain vocabulary and language points in the texts. Usually they teach students of how to put sentences together to form paragraphs and how to analyze sentence structures in details. They think that when they use approach students

will automatically master English grammar and of course lexis, they can then read and speak well in English. As a result, they fail in teaching English in turn makes the students is not competence in English writing. In relation to the improving the students' writing, the researcher will use the strength of the smart students to help the weak students. Some topics are given to be discussed together. During the discussion, the cooperative concept is occurred in teaching recount text. One of strategy in cooperative learning is think pair share strategy.

In think pair share, are allowed students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method. The first step, groups of four students listen to a question posed by the teacher. Secondly, individual students are given time to think and then write their responses. Thirdly, pairs of students read and discuss their responses. A few students are called on by the teacher to share their thoughts and ideas with the whole class. With this condition it is assumed that method can be very useful and work well in the language classroom. In this case, that is bilingual class at Essenville Junior High School, Bandung (Sekolah Menengah Pertama: SMP). The researcher took bilingual class to apply this strategy because in bilingual class, it just focuses on students' speaking but less in writing. As we know, bilingual class can differ in terms of both the educational programs and the dominance of particular languages. The curriculum of most bilingual schools is designed for those who speak English as a second language.

In this case, the researcher is eager investigate and examine the possibility of improvement in students' skill in writing recount through cooperative learning by using think pair share. And to find out weather this technique of cooperative learning can give more improvement to the students in writing recount. Findings of this study were expected to be useful for students in bilingual class who have problems in writing recount so they can use cooperative learning strategies in improving their writing skills and give contribution to English teachers in teaching writing subjects because by cooperative learning strategy, teachers motivate the students in solving their problems in writing recount.

METHOD

The study used descriptive qualitative research which focused on the natural characteristic of data by using classroom action research. The findings showed that, there was an increase of students' skill in writing recount from cycle

1 to cycle 2. Then, face to face interaction as one of element of cooperative learning contributed very much in improving students' writing skill for Bilingual class, grade VII, Essenville Junior High School (Sekolah Menengah Pertama:SMP).

FINDINGS and DISCUSSIONS

The design of this research was action research. action research was described as an informal, qualitative, formative, subjective, interpretive, reflective and experiential model of inquiry in which all individuals involved in the study known as participants. Further, action research has the primary intention of providing a framework for qualitative investigations by teachers and researchers in complex working classroom situations. Then action research was applied to improve and to increase teaching process continuously. Therefore, it is one of strategies in increasing educational service that should be done in the context of increasing school or education quality. The main point of this research, improving teaching process, was achieved by doing reflection in diagnosing situation. For this research design, it used classroom action research and cooperative learning in teaching recount text.

This research was conducted at Bilingual Class, Grade VII, SMP Essenville. This location was chosen because of the researcher's teaching place and it is based on the syllabus of writing recount in Bilingual Class, Grade VII, Essenville Junior High School Bandung tended to apply the concept of cooperative learning.

The SMP students of Bilingual Class, Grade VII were the population of this research. The class consists of 20 students. It means that the number of students is 20 persons. All students become sample because it has small population so the researcher took them become sample.

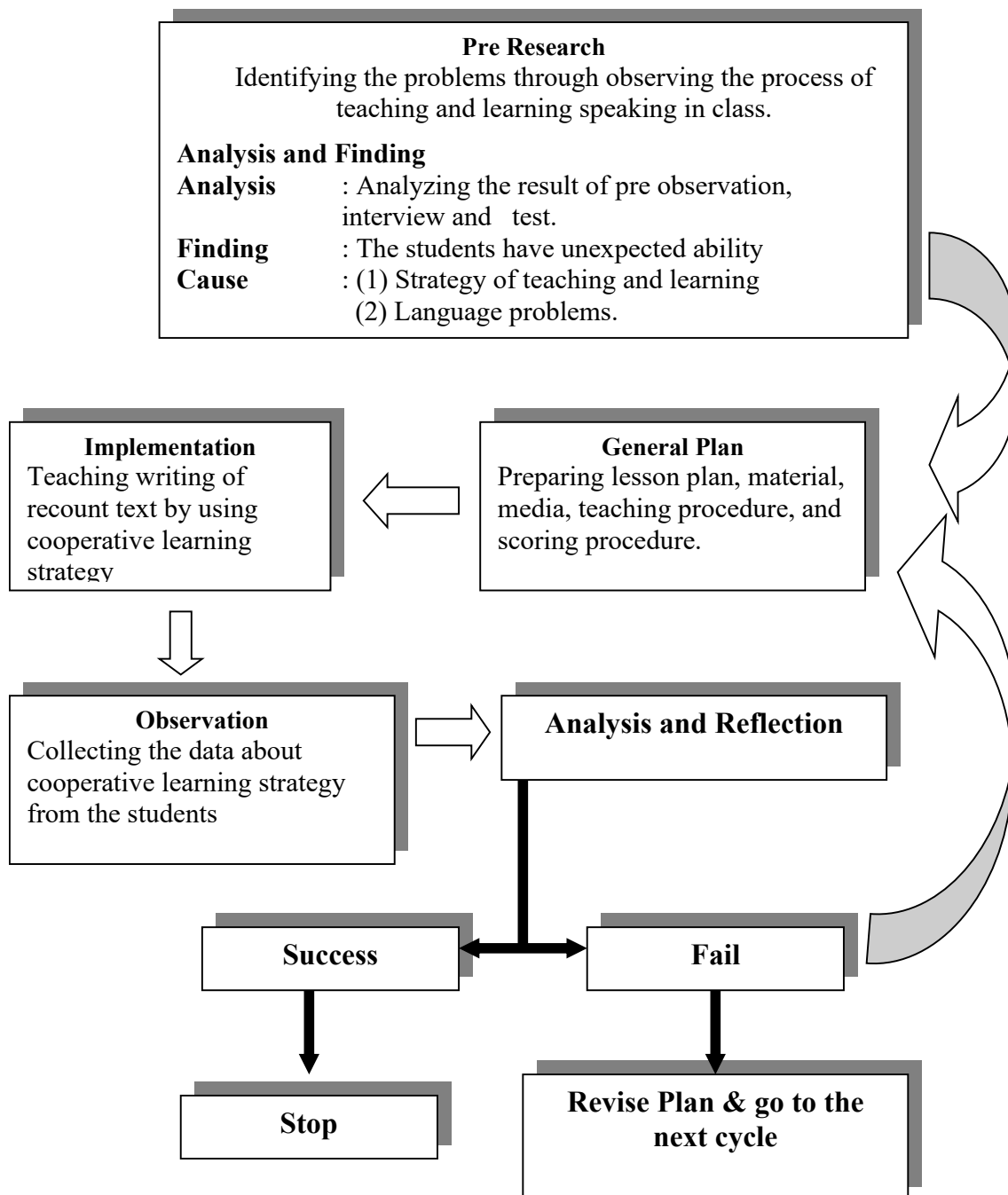


Figure1. Procedure of Action Research

It was adapted from Kemmis and mcTaggart after having improvement in teaching learning process of writing recount text

Planning in Teaching Recount Text for cycle 1

In cycle 1, step of teaching was divided into three phases. First phase was apperception. This phase, the researcher prepared and directed the students' concentration to material (writing recount text). Before the researcher gave a

short explanation about what to be discussed, the students were asked to write down their own experience in last holiday. Then, the researcher took them in pre test and saw their ability in writing their own experience.

The result showed that most of the students still have many mistakes in grammatical, generic structure and less vocabulary. Next, the researcher explained about the systematic of recount text. It was conducted during three meetings. And the students have already understood in writing recount text especially for vocabulary and generic structure. The result was the students were able to get the meaning and know the instruction of the research. Their understanding could be known from their ability in doing the activity in phase 2. In phase 2, the researcher treated the students by using think pair share strategy of cooperative learning method. The students were divided into five groups. Each group consisted of 4 students.

Observation

During the process of teaching and learning, the observation was conducted by researcher and collaborator from Essenville Junior High School. The researcher observed the students activity and the collaborator from Essenville Junior High School observed whole teacher and students' activity. The researcher had designed item of observation based on indicators. The students' activity was a core of this observation. The result was, they were active in attending the process of teaching and learning. The students were seen that they were interested to the strategy which was used, that was think pair share strategy because they have group to write down their own story together. From this case, there was a little improvement in teaching learning process of writing recount text.

Implementation

In the first day of learning, students were informed about the strategy of learning used in teaching learning process of writing recount. The role of teacher and students were described to the students. At that time, all students understood their role and teacher's role in teaching learning process. After that they were divided into five groups. Each group consisted of four students. Then, the teacher gave explanation about material. After ten minutes of explanation time, the teacher distributed a worksheet to be discussed. The students were asked to construct their own experience about the topic, that was experience in the last holiday and share it to their group.

From this implementation, think pair share by making four students in each group can increase the ability of organizing the idea (generic structure), and

vocabulary. But most of the students still made many mistakes in grammatical; that are past tense. Further, in this period, students in groups can share their idea to their friends in group. Then, the researcher found that when some of the students did a mistake, the other students correct it before the teacher tried to improve it. It was the evidence that think pair share strategy can also increase the ability of generic structure and it can improve the important thing in writing, namely vocabulary.

Reflection

There were some points to be considered in this cycle, they are the students were still not able to write the test that is writing their own experience in whole. During observation the researcher found that not all students were active in learning. The motivation of learning was needed to be increased. It was added by the result of collaborator from Essenville Junior High School, who assumed that the researcher was not success in mastering the class. And then, it was still found that some students did not attend the process of teaching and learning. Thus, the researcher needed to improve and revise some points to apply in cycle2.

Planning in Teaching Recount Text in cycle 2

In cycle 2, step of teaching was divided into three phase too. First phase was apperception. It was different with cycle1, after giving explanation; the researcher showed some examples of recount text from movie and let the students to watch it. The result was the students were interested in watching and able to get the real application of recount text, those are generic structure, grammatical, and vocabulary.

Observation

In completing the process of teaching and learning of recount text, the researcher had designed the item of observation based on indicators. The students' activity was a core of this observation. The result was, they were active in attending the process of teaching and learning. The students were eager to exchange information and raising questions. The individual activity could be decreased. It was caused by the role of the researcher to arrange the classroom activity. There was no dominant student found in this section. All of them felt equal and had the opportunity to share their idea and give correction to their friends' writing. Cooperative learning strategy was able to make them feel that they were viewed as group or class not as individual. They were equal. It's out of prediction that the students who seldom speak of active in class able to speak and active without caring about making mistakes when they shared their writing.

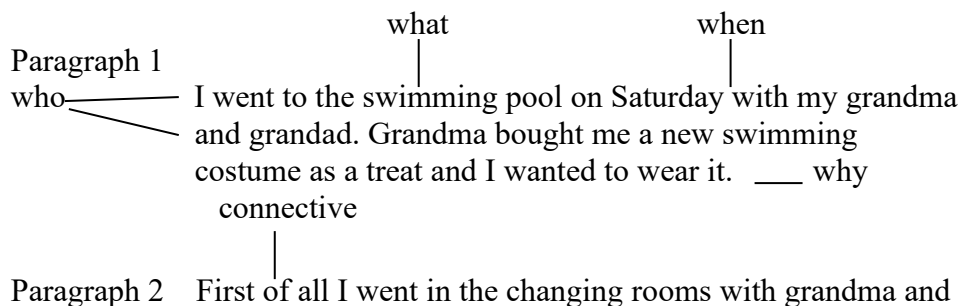
Motivation was raised because the concept of equality and doing everything together. This cycle was also conducted during three meetings.

Implementation

In the fourth day of learning, students were informed about the strategy of learning used in teaching learning of writing recount. At that time, researcher gave a short explanation to the students but its concern in grammatical. After giving explanation, the researcher showed some examples of recount text from the notebook. From that slides, it showed the general structure, grammatical and vocabulary details.

The students were interested in watching and they get more understanding to make the recount text well. One examples of the slide was shown below:

What I did on Saturday



- 2 First of all I went in the changing rooms with grandma and got changed. You have to put your clothes in a little locker and then you put 10p in so you can lock it. I had to put the key on a band round my ankle.
- connective
- Paragraph 3 Next we went into the water. Grandad sat on the side to watch us but grandma and I went down the steps into the water. It was very cold and grandma made me jump up and down to get warm. If I wear my arm bands I can nearly swim a width. Grandma can't swim at all.
- connective
- Paragraph 4 Then I got dressed and grandma and grandad bought me a coke and a bag of chips. It was nice because you could sit and eat and watch the swimmers at the same time.
- What I learned
- Paragraph 5 I learned the way to do the arm and leg movements for breast stroke. I'm going to lay on my bed and practise this every day. Next time I go to the pool I might be able to swim.

(Taken from: www.recounttext.com)

After giving explanation and showed some examples of recount text by using in focus, the researcher asked the students to make a group. But the group position in this cycle was modified. In this period, the researcher asked a pair of students in couple to write down their own experience. After fifteen minutes, they were exchanging their writing between them. And then they raised some correction about the systematic of writing recount. That are generic structure, vocabulary and grammatical. In this section, all of them were participating in the discussion.

Most of the students have corrected in grammatical because they have understood about the pattern and language use in past tense. The error of generic structure and vocabulary was nearly disappeared. The teacher always controlled the process of class discussion.

Reflection

In this cycle, the three indicators of writing recount; grammatical, generic structure and vocabulary was nearly disappeared. The teacher always controlled the process of class discussion. Finally, there were some points to be considered in this cycle, they were:

1) The students were able to write down their own experience in the last holiday and they know that is called by recount text, they are generic structure (organizing idea), grammatical and vocabulary. 2) During observation the researcher found that all students were active in learning. 3) The collaborator (Mrs. Rany Irwanto) stated that the process of teaching and learning in cycle 2 was good. She argued that group activity and class activity was effective and had been increase the students' skill in writing recount. 4) Thus, the researcher needed not to continue and revise the research. The finding was enough to state that cooperative learning strategy was able to improve the students' skill in writing recount

Findings

From the data analysis and discussion above some findings were found, they were: 1) There was an increase of students' skill in writing recount in cycle 1 and cycle 2 The achievement could be derived from the preparation of students in attending the teaching learning process by using think pair share strategy. 2) Cooperative learning strategy by using think pair share was able to improve the students' skill in writing recount for students of bilingual class, grade VII, Essenville Junior High School (Sekolah Menengah Pertama:SMP)

CONCLUSION

Cooperative learning strategy was able to improve the students' skill in writing recount in Bilingual Class, grade VII, Essenville, Junior High School. Cooperative learning strategy can not be conducted in one meeting, it needs time to comprehend and apply it in teaching learning process of writing recount. Both teacher and students should be ready in applying the process of teaching and learning by using cooperative learning strategy.

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