

IMPROVING STUDENTS' WRITING SKILL BY USING COOPERATIVE SCRIPT

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ABSTRACT

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Key Word: Writing Skill, Cooperative Script

Writing is one of four basic skills of English which has important role in the academic success. It is categorized as productive skill along with speaking due to we use the language that we have acquired and produce a message through speech or written text that we want others to understand. In order the students' writing skill need to be improved, the researcher try to apply Cooperative Script technique in teaching and learning process.

The problem of the study is formulated as "How can Cooperative Script improve the eighth grade students writing skill at SMP Plus Darul Hikmah Jenggawah?" In line with the problem of the study, the objective is to find out "How the use of Cooperative Script can improve the eighth grade students' writing skill at SMP Plus Darul Hikmah Jenggawah.". Based on the research problem and relevant theory, the hypothesis of the study can be described as follows: "Cooperative Script can improve the eighth grade students' writing skill at SMP Plus Darul Hikmah Jenggawah".

The design of this research is classroom action research. The respondents are the eleventh grade consisting of 28 students. The research instrument that had been used is the test namely the writing test which had been trial the validity and reliability of test and also the checklist paper for observation in the teaching and learning activity.

This research was carried out in two cycles, and the results show that there are some improvements in the students' writing skills. The activities done during the writing process provided them with the classroom interaction that helped them to work better. They also got more chances to share their ideas and thoughts in pairs. Additionally, their individual works that conducted in the end of each cycle also showed some improvements. It was proved by the students' score after joining the test.

In the end of the research, 71% of the students achieved the target score. It means that the criteria of success was achieved. Then it can be concluded that Cooperative Script can improve the eighth grade students' writing skill of SMP Plus Darul Hikmah Jenggawah. Because it makes the students to carry out intense interaction and it is believed that such interaction can improve students' writing skill

MENINGKATKAN SKIL MENULIS SISWA DENGAN MENGGUNAKAN METODE COOPERATIVE SCRIPT

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ABSTRAK

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Kata Kunci: Skil Menulis, Cooperative Script

Menulis merupakan salah satu dari empat skil dasar bahasa Inggris yang memiliki peran penting dalam kesuksesan akademik. Menulis dikategorikan sebagai skil produktif bersama dengan berbicara karena dalam menulis ataupun membaca kita menggunakan bahasa yang kita peroleh untuk membuat pesan baik berupa teks tulis ataupun ucapan. Agar skil menulis siswa dapat meningkat, peneliti mencoba untuk menerapkan teknik Cooperative Script dalam proses belajar mengajar.

Rumusan masalah dalam penelitian ini adalah “Bagaimana metode Cooperative Script bisa meningkatkan skil menulis siswa kelas delapan di SMP Plus Darul Hikmah Jenggawah?”. Sejalan dengan rumusan masalah, tujuan penelitian ini adalah untuk menemukan “Bagaimana penggunaan metode Cooperative Script bisa meningkatkan skil menulis siswa kelas delapan di SMP Plus Darul Hikmah Jenggawah?”. Berdasarkan rumusan masalah dan teori-teori yang relevan hipotesis dalam penelitian ini adalah “Metode Cooperative Script dapat meningkatkan skil menulis siswa kelas delapan di SMP Plus Darul Hikmah Jenggawah”.

Bentuk penelitian yang digunakan adalah Penelitian Tindakan Kelas. Respondennya adalah siswa kelas delapan yang berjumlah 28 siswa. Instrument yang digunakan dalam penelitian ini adalah writing test yang telah teruji validitas dan reliabilitasnya dan lembar checklist untuk observasi dalam kegiatan belajar mengajar.

Penelitian ini dilakukan dalam dua siklus, dan hasilnya menunjukkan adanya peningkatan dalam skil menulis siswa. Kegiatan yang dilakukan selama proses menulis memaksa siswa untuk berinteraksi dengan siswa lain. Hal ini dapat membantu mereka untuk bisa bekerja dengan lebih baik, mereka juga memiliki kesempatan yang lebih untuk berbagi ide dan pemikiran. Selain itu tugas individu yang dilakukan pada tiap akhir siklus juga dapat meningkatkan skil mereka. Hal ini dibuktikan dengan nilai siswa setelah mengikuti tes.

Pada akhir penelitian, 71% siswa dapat mencapai nilai yang ditargetkan yang artinya penelitian ini dapat dinyatakan sukses sehingga dapat disimpulkan bahwa metode Cooperative Script dapat meningkatkan skil menulis siswa kelas delapan di SMP Plus Darul Hikmah Jenggawah karena metode ini memaksa siswa untuk berinteraksi dengan siswa lain dan diyakini bahwa interaksi yang intens dapat meningkatkan skil menulis siswa.

INTRODUCTION

English is an international language. It has been chosen since many years ago because of its widely use among of all countries in the world. This is in line with what Briughton et al; (1980: 1) said that “of the 4.000 to 5.000 living language, English is by far the most widely used”. It is the reason why many people like to learn English. Indonesia is the country that has English as foreign language. They take it into the curriculum of their formal education. It means that English is taught to the students who study in the formal education at elementary, junior and senior high school with the goal of making them able to communicate and mastering four skills of English.

The teaching and learning process of English in Indonesia has been changing over time in order to make the students easier to understand the subject. There are many methods can be used by the teacher to teach, but to decide which method will be used is not as easy as it looks. The teacher has to consider the class atmosphere and the student’s ability. The common problem to solve is the lack knowledge of the students in English. When I was in the junior high school, I thought that English is the most difficult subject. It was not only me but also most of my friends thought as what I thought, because even though we paid attention to the teacher’s explanation along the teaching and learning process, we could not understand. This is not only happen in the past, when I was practicing teaching in SMK 5 Jember, I asked my students about English in the first meeting, most of them said that English is difficult. With the time passed by, I understand why it happens. It happens because of their lack knowledge about basic English. To solve this problem, using cooperative learning is recommended. Because in cooperative learning, the students are not work alone, they will work in a group or peer which able to make them work together and help each other.

The goals of teaching and learning process are making the students able to communicate and mastering four skills of English. They are listening, reading, speaking and writing. Reading and listening are receptive skills, because in reading and listening we receive the language and decode the meaning to understand the message. Speaking and writing are productive skills, because we use the language that we have acquired and produce a massage through speech or written text that we want others to understand. In this research, the researcher focuses on writing. Writing is an important skill to improve. Graham and Perin (2007:3) said “Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.” From this statement we can say that writing has an important role in academic success. As a facilitator in teaching and learning process, the teacher should be able to use various methods and teaching strategies in order to solve the students’ problem in writing.

It was done an interview with the English teacher and some members of the eighth grade students of SMP Darul Hikmah Jenggawah. The result of the interview is

the students still find some difficulties in writing. They hardly find an idea and construct appropriate sentences to express their idea. And the teacher still has a problem to find a suitable technique to improve their writing skill

In order to support students to get better in writing, the researcher tries to implement Cooperative Script in teaching and learning. Cooperative Script is kind of method that requires cooperation among students as its name, Cooperative is cooperation; help each other, or mutual assistance, while the script is writing by someone, or a paper document. Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and those of others (Jolliffe, 2007: 3).

Thus, the researcher concern to carry out the research entitled: “Improving the Students’ Writing Skill by using Cooperative Script on the Eighth Grade Students of SMP Plus Darul Hikmah Jenggawah in the Academic Year 2015/2016”.

RESEARCH METHOD

According to Arikunto (2010: 130) CAR is a research that conducted by teacher in the class related to complete and improve teaching learning process. Further, Elliot (1991: 69) states that classroom action research is the study of a social situation with a view to improving the quality of action within it. In short, classroom action research is a study of social situation which is done to improve the students’ ability in the teaching learning process.

This research will be conducted in the classroom of the eighth grade students of SMP Plus Darul Hikmah Jenggawah to improve teaching quality and students’ writing skill by using cooperative script.

INSTRUMENT OF THE RESEARCH

The research instruments are some tools used when a research is conducted in a particular method (Arikunto, 2006:128). They are needed, in order to get the data for the research. In this research the researcher used writing test and checklist observation as instruments

PROCEDURE OF THE RESEARCH

Based on the research design, the action of the research are implemented in four stages, they are: 1) planning, 2) acting, 3) class observation and evaluation, and 4) data analysis and reflection the action.

RESULT AND DISCUSSION

In this part, the researcher presents the result of the analysis of findings obtained in Cycle 1 and Cycle 2. The aim is to explain the result of the research to know whether the Cooperative Script technique improves students' writing skills or not. Cooperative script was implemented to support teaching and learning process in order to improve students' writing skill. This strategy requires students to do the tasks cooperatively.

An observation had been done before the research was conducted. The observation was aimed at getting the information related to the students' problems in writing a text and the teaching and learning process in the class. The researcher found that students faced problems in generating ideas and constructing an appropriate sentence.

In order to overcome the problems found, the researcher applied two cycles in this research. However, in the implementation of the technique the teacher faced some difficulties. He had a problem in doing an evaluation of each group and assessing all the students' performances because it would take much time and he also had to find the way to stimulate the students in order to be brave to state their idea without worrying about the judgments of the others. Fortunately, with the time passed by, the teacher able to find the solution of the problem, therefore the implementation run well.

The implementation of the technique which was done in two cycles made some improvements on the students' writing skills. The students produced a better writing after Cooperative Script technique was implemented because it forced the students to interact with another in finishing their task. It is believed that intense interaction could improve writing skill as what Cohen (1994) in Huda (2013: 20) said "the interaction which is carried out intensively improves the students' conceptual understanding in mathematics, science and writing". While implementing Cooperative Script, the students did not solve the problem they faced themselves, therefore they built up social relationship, worked together and helped each other. This condition made them care with the other's success which then they support each other. This is in the line with Gillies et al (2008:32) said "the more caring their relationships will tend to be, the greater the social support they will provide for each other, the more committed they will be to each other's success and the more influence members will have over each other". In addition, students got feedback from their friends and the researcher as well. The feedback made the students become aware of their writing that they might not notice on their own.

CONCLUSION

Based on the explanation of data analysis above, it can be concluded that Cooperative Script can improve the eighth grade students' writing skill of SMP Plus Darul Hikmah Jenggawah. Because it makes the students to carry out intense interaction and it is believed that such interaction can improve students' writing skill

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