

# Increasing Student's Ability in Writing Narrative Text through Cooperative Learning Approach

Nicodemus Bisse  
 University of Cenderawasih  
 Papua, Indonesia  
 nikobais56@gmail.com

**Abstract**—The purpose of this study was to investigate the influence of cooperative learning approach in increasing student's writing skill especially in writing narrative text. The method used was pre-experimental. Here the researcher looked at one class as the sample, namely experimental group. Variables of this research consist of the dependent variable (student's ability skill) and independent variable (cooperative learning). The population of this research was the second year students of SMA PGRI Jayapura. There were two classes, and each class was about 30 students. So the population of this student was about 60 students. The researcher used a cluster random sampling technique in this research, and one class was taken as the sample. The instrument used was writing test used on pre-test and post-test. Both in the pre-test and post-test students were asked to make a composition in narrative form according to their preferred topic. The result shows that the mean score of the posttest is greater than the mean score of the pretest, where the mean score of the pretest is 61.87, and the mean score of the posttest is 68.20. The t-test result also greater than the t-table value, where t-test result is 14.83, and the t-table value is 2.045. It means that there is a significant difference between pre-test and post-test. It means that the implementation of cooperative learning approach is effective to develop students' ability to write narrative text.

**Keywords**—writing skill, narrative text, English learning, cooperative learning approach

## I. INTRODUCTION

English learning has been a pivotal topic which has been conducted by many researchers. One of the topics in English learning which is important to conduct deeply is about writing skill of students. Writing means produce or reproduce message into written language [1]. It involves an activation process to organize and formulate the ideas on the paper so that the reader can follow the writer's message as well as in oral form. However, we should know that writing requires accurate and practical grammar, word choice and punctuation and Vocabulary. De Haven [2] cited the writing process is more than developing automatic responses. Content must be thoughtful about the idea, and the information must be clearly conveyed and logically organized. That is why the starting point when we want to construct some ideas through conveying it into writing is giving a brief and clear description of what is the topic that should be written. Based on the definitions, the writer defines writing as a process of communicating ideas to other people through written text. Bacha [3] stated that five significant components in writing; they are content, organization, vocabulary, language use, and mechanics.

This study focused to investigate student's ability skill to write narrative text. Meyers [4] states that narrative is one of the most powerful ways of communicating with others. A well-written story lets your reader response to some events in your life as if it were own. They not only understand the event, but also they can almost feel it. The actions, details, and dialogue put the reader in these seem and make it happens for them. Generally, narrative text can be defined as a text that tells an imaginary story, but the story may be based on fact. Neo [5] states that a narrative has a structure, a shape or a pattern. It is like a Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blueprint or map which can be used to guide us systematically in our writing. The Freytag triangle consists of 1) the composition which establishes the characters and situation. 2) Rising action which refers to a series of complication leads to the climax. 3) The climax which is the critical moment when problem/conflicts demand something to be done about them. 4) Feeling action which is a moment away from the highest peak of excitement. 5) The resolution which consists of the result or outcome.

To increase the outcome result of students in writing narrative text, the researcher offered a cooperative learning model. There is various learning model which can be categorized as a cooperative learning model, on this study, there are 2 cooperative learning models which had been implemented; jigsaw and STAD model. There are many previous studies which conducted Jigsaw and STAD model in the learning process, and most of them showed that the models are effective to implement in the learning process to increase the learning outcome of students, but some of them showed reversely, the models did not give a positive impact on the student's learning outcome. Therefore, this study investigated the influence of those models on student's writing skill especially in writing narrative text.

## II. RESEARCH METHOD

The method used was pre-experimental. Here the researcher looked at one class as the sample, namely experimental group. Variables of this research consist of the dependent variable (student's ability skill) and independent variable (cooperative learning). The population of this research was the second year students of SMA PGRI Jayapura. There were two classes, and each class was about 30 students. So the population of this student was about 60 students. The researcher used a cluster random sampling technique in this research, and one class was taken as the sample. The sample of this research was the second year of science class. The instrument used was writing test used on

pre-test and post-test. Both in the pre-test and post-test students were asked to make a composition in narrative form according to their preferred topic.

The procedures of collecting data consist of pre-test, treatment, and post-test. The pre-test was administered to the students before the treatment to investigate the student's ability to write narrative text before giving treatment. The procedures of teaching and learning process were presented as follows:

#### A. The first meeting

In the first meeting, students were treated using STAD method. The procedures are:

- Students were divided into some small heterogeneous teams; it means that they have different academic capability in the same group.
- Explaining the materials about the narrative text which consisted of the generic structure, language features, and the purpose of the narrative text.
- Students worked on exercise and worksheet. The students were asked to identify the structure and the language features of the text.
- Giving a quiz. Each group was asked to make an introduction paragraph for narrative text.

#### B. The second meeting

In the second meeting, students were treated using JIGSAW method. The procedures are:

- Divided students from the existed group into 5 expert's areas.
- Experts from different teams met together to discuss their expert areas.
- The first experts discussed simple past tense.
- The second experts discussed the noun phrase
- The third experts discussed conjunction.
- The fourth experts discussed punctuation.
- The last experts discussed action verb.
- Students returned to their team and took turn teaching based on the materials that they have discussed.
- Giving a quiz each group was given some questions about all the materials that they have discussed.

#### C. The third meeting

In the third meeting, students were treated using JIGSAW method. The procedures are:

- Experts from different teams met together to discuss their expert areas.
- The first experts discussed simple past tense.
- The second experts discussed the noun phrase
- The third experts discussed conjunction.
- The fourth experts discussed punctuation.
- The last experts discussed action verb.

- Students return to their team and took turn teaching based on the materials that they have discussed.
- Giving a quiz each group was given some questions about all the materials that they have discussed.
- All groups were asked to make a composition based on their preferred topic. One composition for each group.
- Each group checked the composition from another group and explained the mistakes that they have found.

### III. RESULT AND DISCUSSION

The implementation of cooperative learning increased students' ability to write narrative text. Table 1 shows the improvement of the students' ability to write a narrative text.

TABLE I. MEAN SCORE OF PRE-TEST AND POST-TEST

	Mean	N	Std. Deviation	Std. Error Mean
Pair Pre-test	61.8667	30	9.69921	1.77083
Post-test	68.2000	30	11.49838	2.09931

Based on the table above, the mean score of the students' ability to write narrative text in 6.33 from pretest to post-test. According to Jacob's scale, the mean score of the student's pre-test fell into fair to poor classification. While the mean score of the students' posttest fell into good to average classification. The result of students' pretest analysis indicates that there are some factors which influence the students' pretest score. Those factors cause the student's ability to write narrative text fell into fair to poor classification. The factors are:

- Students are lack of understanding of the narrative text. For example, most of them do not know about the structure and the purpose of the narrative text.
- Students are lack of vocabulary mastery. For example, they cannot distinguish the noun and the verb.
- Students are lack of knowledge about grammar. For instance, they do not know how to make a sentence in past tense and how to make noun phrase from adjectives and noun.

However, factors above can be anticipated by the implementation of cooperative learning approach in terms of STAD and Jigsaw during the treatment.

#### A. The Implementation of STAD Model

The first step of this method is dividing the students into some heterogeneous groups which consist of five students. By doing this, the members are expected to interact with another member because they have different capability in English. The member with higher capacity is expected to help the lower capability to understand about generic structure, the language features, and the purpose of the narrative text. This condition will make all members understand about narrative text. Next step is explaining the narrative text. The explanation is meant to give a basic knowledge to all students about the narrative text which

they will use during the discussion period. This step also helps the teacher to know which part of the narrative text that the students feel difficult to understand so that the teacher can make better preparation for the next step.

After giving an explanation, the students are asked to work on exercise and worksheet in groups. By working exercise together, the member with higher capacity can help the lower members to do the exercise and help them to solve their difficulties. The step also gives a chance for the higher members to measure their understanding of the material given. The last step of this method is giving a quiz. Here the groups are asked to make a part of the narrative text, for example, the introduction. This step makes them share their idea so that they can make a good paragraph. By doing this, the students can develop their capacity to make a paragraph and connecting ideas to make a story. For the lower students, it is also benefits for them for them because they can learn how to make good of sentence and know the use of punctuation. After treated by using this method, there is an improvement in students' understanding of the narrative text. Most of the students have known the generic structure, the language features, and the purpose of the narrative text.

#### *B. The Implementation of STAD Model*

The first step of this method students from the existed groups is divided into 5 expert areas. This is useful to make each member more focused to master one aspect that they need to make a good narrative text. Besides, it makes each member has responsibilities to develop their group because if one of them does not do his/her duty, he/she will fail together. This also can develop the lower student's confidence because they feel that they are an important member of the group. Next step is expert from different groups meets together to discuss their expert area. This step gives a chance to students to develop their capability in their expert area. During the discussion period, the students have to interact with other students. This can make their vocabulary develop indirectly. So, it can help the students to solve the students' problem in term of vocabulary mastery.

After the discussion period, the expert back to their own groups. In their groups, each expert has to teach their expert area to other members of their groups. During the teaching process, they will help another member to understand their materials so that there are knowledge transformations in the groups. This also helps benefits to solve their member weakness in term of grammar and other aspects. Next step

of this method is giving a quiz. Students are given some questions related to the materials that they have learned together. This can make them measure their understanding of the materials. Besides, this gives the students a chance to see which member still need to pay attention. This also improves all members' capability together.

The last step of this method is asking all groups to make the narrative composition. This gives a chance to each group to use all materials that they have learned to make a good composition. Besides, this step can develop students' ability to explore their ideas by sharing to other members. After treated by this method, students' ability in term of language use, mechanic and vocabulary were improved. Most of them have understood how to make sentences in past form, how to make noun phrase, how to use punctuation, and know which words are categorized as a verb.

The above explanation gives a description of the implementation of cooperative learning approach to solve the problems that the students face when writing narrative text. The posttest result shows improvement in students' ability to write narrative text. The researcher concluded that the implementation of cooperative learning approach could develop students' ability to write narrative text.

#### IV. CONCLUSION

Based on the result of data analysis explained in the previous part, it shows that the mean score of the posttest is greater than the mean score of the pretest, where the mean score of the pretest is 61.87, and the mean score of the posttest is 68.20. The t-test result also greater than the t-table value, where t-test result is 14.83, and the t-table value is 2.045. It means that there is a significant difference between pre-test and post-test. So, the researcher concluded that the implementation of cooperative learning approach is effective to develop students' ability to write narrative text.

#### REFERENCES

- [1] B. Bram, *Write well, improving writing skills*. Kanisius, 1995.
- [2] E. P. DeHaven, *Teaching and learning the language arts*. Scott Foresman, 1988.
- [3] N. Bacha, "Writing evaluation: what can analytic versus holistic essay scoring tell us?," *System*, vol. 29, no. 3, pp. 371-383, 2001.
- [4] A. Meyers, *Gateways to academic writing: Effective sentences, paragraphs, and essays*. Longman, 2005.
- [5] E. Neo, "Narrative for 'O'Level," *Malaysia: Longman*, 2005.