

The Effectiveness of Cooperative Learning Methods:

A case study of writing learning at Junior High School

Hartati Ratna Juita, Sigit Widiyanto

Post-Graduate School

Universitas Pendidikan Indonesia

Bandung, Indonesia

hartatiratnajuita@gmail.com, sigit.widiyanto372@gmail.com

Abstract—Learning methods have an important role in the learning process of teaching. But there are still teachers who do not optimize the use of learning methods, so the classroom atmosphere is monotonous and boring, and learning to write procedure texts is still considered difficult by students. The purpose of this study is to compare the effectiveness of the think pair share (TPS) and example and non-example methods. So need improvement. The methodology used is the one-group pretest-posttest design experiment. Before that, we test the data by normalitas and homogenitas. The data is normal and homogen. The results showed that, the method of TPS and example non example can improve the learning outcomes of writing procedure text well. However, TPS method is better than example and non-example method. So that the teacher is expected to be able to use the methods well and effectively.

Keywords—*cooperative learning; teaching method; text procedure writing*

I. INTRODUCTION

Knowledge and ability of teachers to teach cannot be separated from the methods used in class. The right method, innovative and interesting and in accordance with the objectives and can improve reading skills [1]. The ability of teachers to use more than one method, should continue to be developed, besides being able to save energy, it can also accelerate the teaching and learning process.

The expertise of an educator in delivering a subject matter to his students will affect the learning outcomes. Therefore, in the midst of the heterogeneity of the Indonesian people, with various types, characteristics and cultures of each human being, it is very desirable that an educator must have various methods, so that what is produced later can be in accordance with what is expected. With various forms of methods, the teacher will more easily control which students are active and which students are passive.

One of the method is cooperative method. It is a method that is believed to increase cooperation and learning outcomes. This type of cooperative method includes Think Pair Share methods are rarely used. The use of the Think Pair Share method can improve writing learning for middle school students [2]. In another study the ability to write poetry skills can increase, after using the Think Pair Share method in junior high school students [3]. From the above research it can be said

that the use of methods in the teaching and learning process in the classroom can improve the writing skills of junior high school students. Meanwhile teachers are expected to be able to use a variety of methods well, because it is one of the teaching skills. Good teaching skills, will be able to produce enjoyable learning. Variations and methods of teaching will be a good start for student learning outcomes. One of the students' abilities in language learning is writing. Students who have adequate writing skills will be able to write various articles, including writing procedure text sentences. The ability to write procedure texts is an important ability in understanding a rule and the basis for students. Writing skills are abilities that need to be trained early. In writing learning, teachers should be able to use the right method and in accordance with the conditions of students in the classroom. But the ability of students is still lacking. Students are better able to speak, than write. Researchers have conducted pre-research in two schools in the city of Bekasi. From summaries and interviews with several teachers, shows that students are less skilled in writing procedure text sentences.

Researchers have come to and conducted initial interviews with school principals and teachers and students. Initial results for School A students, showed that students had insufficient writing skills in writing skills. As many as 30 students have an average value below 50. While the remaining 4 students get an average score of 68. Students are weak at diction ability, vocabulary and punctuation. Meanwhile in School B, the ability has been better, it's just that the average obtained from the writing ability is 61.

II. METHOD

The research team took a sample of 20 students at SMP A and 19 students at SMP B Kota Bekasi. The researcher took 8th grade students because the technical writing material was taught in that class.

Classroom experiments are conducted in school A. Before students learn students are given a test to write a text procedure. After that the students were given procedure text material for 90 minutes. With details, opening for 10 minutes, 40 minutes giving material using the Think Pair Share method, reflection and evaluation for 40 minutes. The results of the scores after carrying out the treatment using the TPS method and Example non example in the two schools.

The study population was 2 junior high schools in Jatiasih, Bekasi City, using the Random Sampling technique. Research population is as many as students. The participants in this study were 39 students who were in the 8th grade in the 2016/2017 school year from 2 schools (20 students from school A and 19 students from school B). The researcher and the class teacher were doing the experiment in collaborative. Research time was from October to December 2016. The session for the experiment 3 times, both for the TPS and example methods. This study used an experimental design that was carried out in one group without comparison groups (The One Group Pretest Posttest). This model is more perfect because it has used the initial test (pretest) then after being treated it is measured (posttest) to determine the effect of the treatment (treatment), so that the magnitude of the effect of the experiment can be known with certainty [4]. The instrument used is in the form of a test writing procedure text, both before and after treatment (using the example non example method and TPS (think pair share)). The data were tested for normality and homogeneity and using the t-test (One Sample t Test). Calculations using SPSS 22. Schemes from the research model are:

TABLE I. RESEARCH MODEL SCHEME

T1	X	T2
Pretest	Treatment	Posttest

Note:

T₁: pretest is given for experiment class in the beginning research.

X: Treatment is given for experiment class used methods.

T₂: Final test is given for experiment class at the last research.

III. FINDINGS AND DISCUSSION

The total number of respondents was 39 students from two schools and the sex differences were as seen in table 2.

TABLE II. RESPONDENTS SEX

No	Female	Male
School A	11	9
School B	13	6

In schools A and B female sex is more than male gender. We test the normality and homogeneity using SPSS 21. After we summarize the results.

TABLE III. NORMALITY AND HOMOGENITY TABLE

No	Method	Normality	Homogeneity	Notes
1	TPS	Sig.0.230	Sig.0.890	> 0.05
2	Example	Sig.0.801	Sig. 0.747	> 0.05

The test results show that the data is normal and homogen. Both for the TPS and example methods.

TABLE IV. THE SCORE FOR THE METHODS IN TWO SCHOOLS

No	Class	SMP A		SMP B	
		TPS Method	Example non ex method	TPS Method	Example non ex method
1	Experiment	71.4211	58.0526	64.7500	59.8000
2	Control	50.5789	51.0000	57.8008	57.4500
	Gain	21.2632	7.0526	6.9490	2.35000

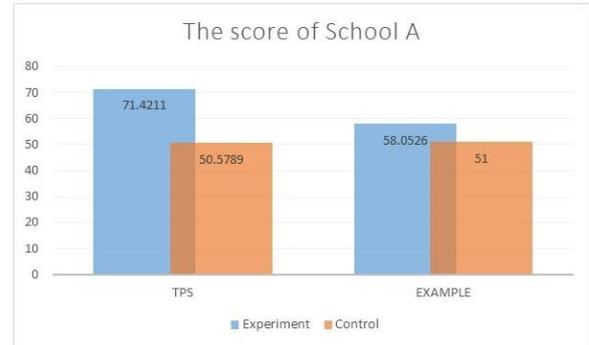


Fig. 1. The score of school A.

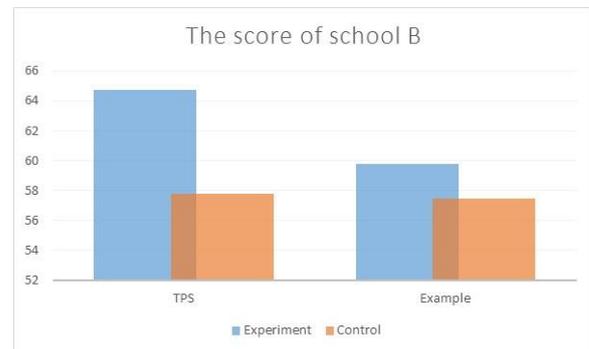


Fig. 2. The score of school B.

From the table 4 above, think Pair share method (TPS) is more effective than Example non example. The score's gain got 21.2632 at SMP A, the TPS method only had got 6.9490 in SMP B. Furthermore, example non example method is less effective than TPS. The score's gain got 7.0526 at SMP A, the example non example method only had got 2.3500 in SMP B.

So in this case, the TPS method has better effectiveness than the example non example method in the two school case studies in Bekasi. However, the example non example method also has good effectiveness, even though the TPS is greater. Researchers see that the use of TPS is more fun for students, seen when students take lessons when the TPS method is done.

In the two methods above, it still has weaknesses and advantages in each method. Among them, not all Indonesian language materials can use the example non example method. Likewise with the example non example method which has weaknesses, the teacher must prepare the material longer and is time consuming. For comparing, we state as the table below:

TABLE V. THE WEAKNESS OF THE METHODS

No	TPS	Example non example	note
1	Need more monitor	Need much time	
2	Less ide	Not all material can be taught	

The above weaknesses, of course, can be a teacher's consideration for learning in class. The TPS method has a weakness that makes students tend to have a little idea. Even so, teachers are expected to be able to overcome them with various actions, such as teachers making stricter rules for students to be more active in discussions. Whereas in the example non example method, the teacher can accelerate the learning process, by giving an ideal time limit.

During the experiment the researcher and the teacher record and summarize the advantages of the two methods, including.

TABLE VI. THE ADVANTAGES OF THE METHODS

No	TPS	Example non example
1	Students has a new experience in learning	Students an explore the idea
2	Students has participation	Studensts can have the picture example that understand easily
3	Easy to make a group	Students can comprehend the picture
4	Make the interaction easily	The students have critical thinking

The advantages of this method identify that, both methods are not perfect. The two have advantages and disadvantages. The teacher's active role in using the two methods is expected. Because teachers can elaborate on these two methods, even if they are able to ignite other cooperative methods such as jig saw method, decision making method and others.

In the TPS method, the teacher can organize in such a group, so that students can interact and communicate easily

between them, and they have a new understanding. While in the example non example method students can understand images easily, can have ideas and are critical in thinking.

IV. CONCLUSION

From discussion above, it can conclude that, 1) treatment of TPS and example non example methods can improve the ability to write procedure text, even though the values are different, 2) The use of the TPS method has better and effective than the example non example method, 3) both the TPS and examples non-examples methods have advantages and disadvantages, so the teacher has the elaboration of both methods, so as to get maximum results.

REFERENCES

- [1] S. Safitri, "Peningkatkan Keterampilan Membaca Intensif Dengan Model Cooperative Think Pair Sahre Pada Siswa Kelas XI Ipa 3 MAN Model Singkawang," *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, vol. 1, no. 1, pp. 28-33, 2017.
- [2] E. Sunarsih, S. Adelina, and L. Yanti, "Pengaruh Model Pembelajaran Problem Based Learning terhadap Hasil Belajar Menulis Teks Negosiasi Siswa Kelas X SMA Negeri 1 Singkawang Tahun Ajaran 2017/2018," *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, vol. 3, no. 2, pp. 89-93, 2018.
- [3] S. Fitri, "Keefektifan Penerapan Metode Kooperatif Tipe Think Pair Share (Berpikir, Berpasangan, dan Berbagi) dalam Pembelajaran Menulis Puisi Baru pada Siswa Kelas X SMA Negeri 15 Bulukumba," (Doctoral dissertation, Universitas Negeri Makassar), 2013. Unpublished.
- [4] P. Getut, *Kupas Tuntas Data Penelitian dengan SPSS 22 cetakan ke tiga* Jakarta. PT Elek Media Komputindo, 2013.