

## **IMPLEMENTING COOPERATIVE LEARNING TO IMPROVE STUDENTS' WRITING ABILITY AT 8 GRADE IN SMP NEGERI 4 BITUNG**

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*Received: 03 November 2022*

*Accepted: 26 November 2022*

*Published: 30 November 2022*

**Abstract:** This study aimed to determine whether cooperative learning can improve students' writing ability at grade 8 in SMP Negeri 4 Bitung. This research design using quantitative method. The samples in this study were students of class 8A as the control class and 8D as the experimental class. Each sample consists of 30 students and the total of sample in this study were 60 students in academic year 2021/2022. The collected data techniques were pre-test and post-test and the instrument used to measure learning outcomes was a written test in the form of an essay. The post-test data analysis of the two groups used the independent t-test. The results of the study obtained that  $T_{count}$  was 1.966422631 and  $T_{table}$  at the significant level of 0.05 was 1.6991, then  $T_{count} > T_{table}$ . Thus, it means that  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there was a significant effect from the implementing cooperative learning to improve student writing ability on the learning outcomes of 8th grade at SMP Negeri 4 Bitung.

**Keywords:** *Implementing, Cooperative Learning, Writing Ability, Teaching.*

### **INTRODUCTION**

In learning English, writing is one of four essential language skill that is the most difficult to learn (Liando, Tatipang & Lengkoan, 2022). Students find it difficult to write clearly and concisely about their thoughts or arguments (Manuas, 2022). Students do not have the motivation to develop good writing habits. This difficulty is experienced by students because of the limited knowledge and experience involved in the writing process (Laloan, 2022) and (Komalasari, 2014). Furthermore writing emphasize the needs of students especially in Junior High

School, to develop idea and creative thinking skills of arranged sentences or paragraph in text of a discussion.

In this new normal era of covid-19, recently a number of schools in various regions in Indonesia are allowed to hold face-to-face learning according to local government assessments and decisions, especially in the city of Bitung. Students and teachers have to adapt to new habits. It is important for teachers and students to get the Covid-19 vaccine and be accompanied by the implementation of strict health protocols to provide a safe learning environment (Kandati & Tatipang, 2021) and (Liando et al, 2022). Some junior high schools in Bitung city have implemented face-to-face learning, but there are many obstacles that occur in the learning process. This phenomenon occurs in SMP Negeri 4 Bitung, where learning is carried out by dividing shifts or session for students by limiting school hours. This limits the students not have ideas, inspiration, encouragement and motivation in developing their English learning abilities. Learning English writing skills is one of the most difficult skills especially for junior high school students. However, writing is very important because the results of thoughts that are poured into writing in a limited time are a challenge for teachers in the new normal era in finding the right method to deal with these problems.

Based on this observation, encourage the researcher to explore these findings further by doing research on Implementing Cooperative Learning to Improve Students' Writing Ability at 8 Grade in SMP Negeri 4 Bitung, with the purpose of this research is to enhance cooperative learning to improve students' writing ability grade 8 at SMP Negeri 4 Bitung.

## **REVIEW OF LITARATURE**

### ***Definition of writing***

Writing is a practical kind of communication that allows students to construct imaginary worlds of their own invention. Writing skill is more complicated than others skills in English language. Writing skill is not only talks

about grammars and vocabularies but also of conceptual and judgment elements (Heaton, 1975).

According to Liando et al (2020) that with writing enable the students can indicated their experiences, feelings and ideas. Writing is one of most important parts in language learning to involve the use of words in sentences or in paragraph.

### ***The Importance of Writing***

According to Kern (2000) when it comes to language learning academically, the importance of writing for several reasons:

- a. All learners express their opinions, feelings, and design ideas in developing their clear thinking skills into writing.
- b. Writing gives students the opportunity to explicitly manipulate syntactic structures, styles, and organizational patterns to create and reshape meaning. By taking into account the possible effects that these manipulations may have on their own meaning, students can expand their language's communicative potential.
- c. Writing provides time for learners to process meaning more easy. So, they have time to think including the development of an idea, the mapping of that idea onto appropriate structures. When writing, they are free to take the time they need to get their message across in a form they find acceptable.
- d. Writing allows learners' language use to go beyond purely 'functional' communication, making it possible to create imagined worlds of their own design.

### ***How to write well***

According to Hale (2008) that good writing does not rely on grammatical and lexical accuracy but on the creativity in context and the logical flow of sentences. In order to write coherent, well-structured and essays, the writers have to be creative and concentrate on the content as well.

## **The Process of Writing**

Williams (2003) asserted that there are eight steps in the writing process, including:

- a. Before beginning a paper's first draft, prewriting exercises are completed. They consist of dialogue, planning, free writing, journaling, talk-writing, and metaphor construction.
  - b. Planning involves considering the writer's rhetorical attitude, rhetorical goal, primary goal of the text, relationships between these aspects, and relationships between these characteristics and the information obtained during prewriting. Other components of planning include selecting evidence to support the writer's claim and creating at least a simple organizational structure.
  - c. Drafting takes place over time. Successful authors rarely attempt to complete a text in one sitting, let alone in one day.
  - d. Both successful and unsuccessful authors pause, although they do so in various ways. Successful writers take into account the organization, audience needs, and how well the work adheres to the strategy.
  - e. The activities of reading and writing are complimentary. Effective readers are also proficient writers. The slow process of reflection requires reading in addition to writing.
  - f. The students revise their first drafts after they are finished. In order to better synchronize the plan with the text, modifications must be made. The rhetorical stance and rhetorical objective are just two examples of the many aspects that should be considered when planning. It's typical for writers to revise their work after getting input from friends or co-workers.
  - g. An editing process is carried out after a revision. Creating a professional appearance for the paper is the goal.
8. Publishing encompasses more than just having a paper published in a journal. It entails transforming a piece of paper into a boss, instructor, or organization.

### ***Testing and scoring in writing***

The following rating scale is the result of considerable and careful research conducted in the scoring by Jacobs et al (1981).

<b>No.</b>	<b>Component</b>	<b>Score</b>
1.	Format	5
2.	Content	30
3.	Organization	35
4.	Grammar and Sentence Structure	25
5.	Mechanics	5
	Total Score	100

### ***Definition of Descriptive Text***

According to John E. Warriner (1982), a descriptive paragraph is like painting a picture with words that immediately engage the senses. Descriptive writing is any text that describes anything (sight, sound, touch, taste). He said that vivid verbs and exact adjectives are often found throughout a paragraph. The ability to keep readers interested rests on details rather than action.

### ***Generic Structure of Descriptive Text***

According to Pardiyono & Sigit Suryantoro (2007:33-34) that a descriptive text has a structure, form, or pattern. As follows:

a. Identification

To start writing a descriptive paragraph, identification is the first stage. Introduction of the subject of the description serves as identification.

b. Description

This is either the second or last stage in creating a descriptive text. Detail descriptions of the object intended for identification make up the description.

### ***Language Features of Descriptive Text***

According to Pardiyono (2007:34), the language features used in descriptive text are:

- a. Using words with a declarative language or sentences
- b. Conjunctions are used to make texts more logical
- c. Simple present tense: The present tense is utilized in descriptive texts because it describes facts, widely acknowledged facts, or actuality. The present tense grammar rule is: S + V1 ... or S + to be (is/am/are)
- d. Use of adjective, verb, noun, adverb

***The Contextual Teaching and Learning approach***

The contextual teaching and learning approach is one of learning approaches promoted by the KTSP curriculum. This approach is applied based on procedures: Relating, experiencing, applying, cooperating, and transferring (Crawford, 2001). Some of the instructional approaches linked to the contextual teaching and learning paradigm as proposed by Berns & Erickson (2001) include problem-based learning, cooperative learning, service learning, work-based learning, project-based learning, and response tactics. Some of the teaching methods used in the contextual teaching and learning approach involve material as a crucial element (Tatipang et al, 2022). The tactics may be used either individually or in groups and include the students in an active learning process.

**RESEARCH METHODOLOGY**

The researcher utilize a quantitative technique using essay test pre-test and post-test design to investigate the effectiveness of cooperative learning to improve students' writing ability. In this research, the design was presented in table 1 from Gay (2006: 257) by the following:

**Table 1**  
**Design of Pretest and Posttest**

Class	Pre-test	Treatment	Post-test
Experimental Class	T <sub>1</sub>	X	T <sub>3</sub>
Control Class	T <sub>2</sub>	-	T <sub>4</sub>

Note:

$T_1$  : The Pre Test Score of experimental class

$T_2$  : The Pre Test Score of control class

X : Treatment by using Cooperative Learning

$T_3$  : The Post Test Score of experimental class

$T_4$  : The Post Test Score of control class

This research was used class 8A as control group and class 8D as experimental group. The experimental group using cooperative learning and control group without treatment. Each group consists of 30 students, so the total of sample in this study were 60 students at SMP Negeri 4 Bitung.

## **RESULT AND DISCUSSION**

### ***Description of Research Results***

This research had been started since January 7th 2022 until 28 th January 2022, to the students grade 8 of SMP Negeri 4 Bitung academic year 2021/2022. This research was used class 8D as experimental group and class 8A as control group, with giving pre-test before giving the treatment and post-test after giving the treatment in conducting the research. The experimental group using cooperative learning model and control group without treatment. Each group consists of 30 students.

How effective is cooperative learning in improve students' writing ability? the questions was answered by comparing the result of pre-test and post-test by using the independent t-tests. The data collecting is gathered entired into some tables below: Table Frequency Distribution, Computation of Mean, Variance, Standard Deviation, Homogeneity Test, and Hypothesis test. The data is gathered and calculated the result with microsoft excel.

**Table 1. The scores students  $T_1$  and  $T_3$  and Gain of experimental group.**

<b>Students number</b>	<b><math>T_1</math></b>	<b><math>T_3</math></b>	<b>Gain</b>
1	45	88	43
2	55	75	20
3	40	95	55
4	65	90	25
5	75	100	25
6	77	92	15
7	62	85	23
8	45	88	43
9	75	95	20
10	80	100	20
11	45	88	43
12	45	90	45
13	58	95	37
14	20	75	55
15	70	90	20
16	30	70	40
17	60	85	25
18	45	85	40
19	68	91	23
20	45	90	45
21	30	75	45
22	55	90	35
23	47	97	50
24	45	80	35
25	38	75	37
26	28	78	50
27	60	100	40
28	75	98	23
29	25	80	55
30	60	75	15

From table 1, there were thirty (30) students took part on the test, of thirty students, there were two students improved (15) points, there were four students improved (20) points, there were three students improved (23) points, there were three students improved (25) points, there were two students improved (35) points, there were two students improved (37) points, there were three students improved (40), there were three students improved (43), there were three



students improved (45), there were two students improved (50), and the student improved (55) points were three students.

**Table 2. The scores students  $T_2$  and  $T_4$  and Gain of control group.**

<b>Students number</b>	<b><math>T_2</math></b>	<b><math>T_4</math></b>	<b>Gain</b>
1	55	80	25
2	25	65	40
3	60	75	15
4	25	50	25
5	38	75	37
6	55	78	23
7	20	65	45
8	40	65	25
9	70	88	18
10	55	70	15
11	30	60	30
12	25	57	32
13	60	80	20
14	45	75	30
15	60	75	15
16	35	55	20
17	45	75	30
18	25	70	45
19	35	55	20
20	45	68	23
21	60	80	20
22	45	76	31
23	60	85	25
24	35	85	50
25	55	80	25
26	45	68	23
27	28	60	32
28	20	65	45
29	62	85	23
30	25	75	50

From table 2, there were thirty (30) students took part on the test, of thirty students, there were three students improved (15) points, there was one student

improved (18) points, there were four students improved (20) points, there were four students improved (23) points, there were five students improved (25) points, there were three students improved (30) points, there was one student improved (31), there were two students improved (32) points, there was one student improved (37) points, there was one student improved improved (40) points, there were three students improved (45) points, and the student improved (50) points were two students.

From two tables above presented that the experimental group had higher significant score than the control group. Therefore, the writer did T-test using microsoft excel. So the result of this technique, especially using cooperative learning is effective to improving the students writing ability. The scores of post-test were higher than those of pre-test. In other word, the cooperative learning applied in writing ability is effective.

**Table 3. Frequency Distribution table of Post-test Experimental Class ( $T_3$ )**

Value	$f_i$	$x_i$	$f_i \cdot x_i$
70 – 74	1	72	72
75 – 79	6	77	462
80 – 84	2	82	164
85 – 89	6	87	522
90 – 94	7	92	644
95 – 99	5	97	485
100 – 104	3	102	306
$\Sigma =$	<b>30</b>		<b>2655</b>

$$K = 1 + 3,3 \text{ Log } n = 1 + 3,3 * 1.4771213 = 5.87450$$

$$I = \frac{\text{Largest data} - \text{Smallest data}}{\text{many classes}} = \frac{100 - 70}{5.87450} = 5.106817$$

Table 3 showed that if thirty students involved in the post test, the value of 70-74 was obtained 1 student, the value of 75-79 were obtained 6 students, the

value of 80-84 were obtained 2 students, the value of 85-89 were obtained 6 students, the value of 90-94 were obtained 7 students, the value of 95-99 were obtained 5 students, and the value of 100-104 were obtained 3 students.

**Table 4. Frequency Distribution table of Post-test Control Class (T<sub>4</sub>)**

Value	<i>f<sub>i</sub></i>	<i>x<sub>i</sub></i>	<i>f<sub>i</sub>.x<sub>i</sub></i>
50 – 55	3	52.5	157.5
56 – 61	3	58.5	175.5
62 – 67	4	64.5	258
68 – 73	4	70.5	282
74 – 79	8	76.5	612
80 – 85	7	82.5	577.5
86 – 91	1	88.5	88.5
$\Sigma =$	<b>30</b>		<b>2151</b>

$$K = 1 + 3,3 \text{ Log } n = 1 + 3,3 * 1.4771213 = 5.87450$$

$$I = \frac{\text{Largest data} - \text{Smallest data}}{\text{many classes}} = \frac{88 - 50}{5.87450} = 6.468635$$

students, the value of 74-79 were obtained 8 students, the value of 80-85 were obtained 7 students, and the value of 86-91 was obtained 1 student.

**Table 5. Computation of Mean (X), Variance (S<sup>2</sup>), and Standard Deviation (S) of post-test experiment class**

$\bar{x}$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f.(x_i - \bar{x})^2$	$S^2$	S
91.5517241	-19.551724	382.269917	382.269917	84.030711	9.1668266
91.5517241	-14.551724	211.752675	1270.51605	84.030711	9.1668266
91.5517241	-9.5517241	91.235434	182.470868	84.030711	9.1668266
91.5517241	-4.5517241	20.7181926	124.309156	84.030711	9.1668266
91.5517241	0.44827586	0.20095125	1.40665874	84.030711	9.1668266
91.5517241	5.44827586	29.6837099	148.418549	84.030711	9.1668266
91.5517241	10.4482759	109.166468	327.499405	84.030711	9.1668266
		<b>845.0273</b>	<b>2436.8906</b>		

$$\bar{X} = \frac{\sum_{i=1}^n f_i \cdot x_i}{n-1} = \frac{2655}{30 - 1} = 91.551724$$

$$S^2 = \frac{\sum_{i=1}^n f_i (x_i - \bar{x})^2}{n-1} = \frac{2436.890606}{30 - 1} = 84.030711$$

$$S = \sqrt{\frac{\sum_{i=1}^n f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{2436.890606}{30 - 1}} = 9.1668266$$

Table 5 showed that the results of the post-test score calculation in the experimental class obtained a mean value of 91.55172414, the variance value is 84.03071057 and the standard deviation value is 9.166826636.

**Table 6. Computation of Mean ( $\bar{X}$ ), Variance ( $S^2$ ), and Standard Deviation ( $S$ ) of post-test control class**

$\bar{x}$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i \cdot (x_i - \bar{x})^2$	$S^2$	$S$
74.1724138	-21.672414	469.69352	1409.08056	114.07534	10.680606
74.1724138	-15.672414	245.624554	736.873662	114.07534	10.680606
74.1724138	-9.6724138	93.5555886	374.222354	114.07534	10.680606
74.1724138	-3.6724138	13.4866231	53.9464923	114.07534	10.680606
74.1724138	2.32758621	5.41765755	43.3412604	114.07534	10.680606
74.1724138	8.32758621	69.348692	485.440844	114.07534	10.680606
74.1724138	14.3275862	205.279727	205.279727	114.07534	10.680606
		<b>1102.406</b>	<b>3308.1849</b>		

$$\bar{X} = \frac{\sum_{i=1}^n f_i \cdot x_i}{n-1} = \frac{2151}{30 - 1} = 74.172414$$

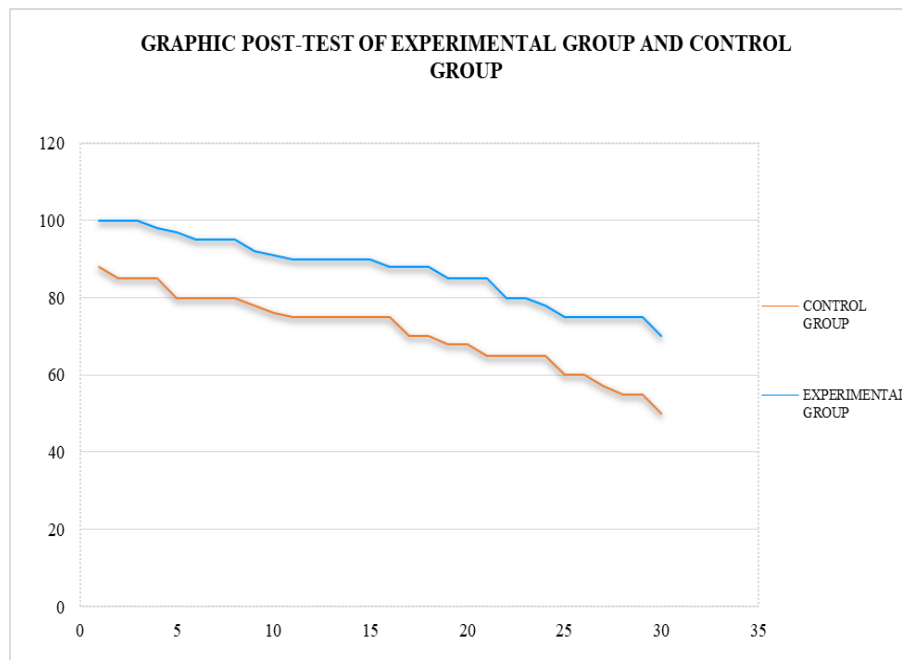
$$S^2 = \frac{\sum_{i=1}^n f_i (x_i - \bar{x})^2}{n-1} = \frac{3308.184899}{30 - 1} = 114.07534$$

$$\begin{aligned}
 S &= \sqrt{\frac{\sum_{i=1}^n f_i(x_i - \bar{x})^2}{n-1}} &= \sqrt{\frac{3308.184899}{30 - 1}} \\
 & &= 10.680606
 \end{aligned}$$

Table 6 showed that the results of the post-test score calculation in the experimental class obtained a mean value of 74.1724138, the variance value is 114.0753413 and the standard deviation value is 10.680606.

Based on the tables 5 and 6, Mean and Standard Deviation scores of Post-test both classes were presented in polygon graphic figure 1 below.

**Figure 1. Polygon Graphic Post-test of Experimental Group & Control Group**



**Table 7. Homogeneity Test Experimental Group**

NO.	EXPERIMENTAL GROUP (A)				
$n_A$	$X_A$	$\bar{X}_A$	$X_A - \bar{X}_A$	$(X_A - \bar{X}_A)^2$	$S^2_A$
1	70	71.333333	-1.333333	1.777778	360.12069
2	75	71.333333	3.666667	13.444444	360.12069
3	75	71.333333	3.666667	13.444444	360.12069
4	75	71.333333	3.666667	13.444444	360.12069
5	75	71.333333	3.666667	13.444444	360.12069
6	75	71.333333	3.666667	13.444444	360.12069
7	78	71.333333	6.666667	44.444444	360.12069
8	80	71.333333	8.666667	75.111111	360.12069
9	80	71.333333	8.666667	75.111111	360.12069
10	85	71.333333	13.666667	186.777778	360.12069
11	85	71.333333	13.666667	186.777778	360.12069
12	85	71.333333	13.666667	186.777778	360.12069
13	88	71.333333	16.666667	277.777778	360.12069
14	88	71.333333	16.666667	277.777778	360.12069
15	88	71.333333	16.666667	277.777778	360.12069
16	90	71.333333	18.666667	348.444444	360.12069
17	90	71.333333	18.666667	348.444444	360.12069
18	90	71.333333	18.666667	348.444444	360.12069
19	90	71.333333	18.666667	348.444444	360.12069
20	90	71.333333	18.666667	348.444444	360.12069
21	91	71.333333	19.666667	386.777778	360.12069
22	92	71.333333	20.666667	427.111111	360.12069
23	95	71.333333	23.666667	560.111111	360.12069
24	95	71.333333	23.666667	560.111111	360.12069
25	95	71.333333	23.666667	560.111111	360.12069
26	97	71.333333	25.666667	658.777778	360.12069
27	98	71.333333	26.666667	711.111111	360.12069
28	100	71.333333	28.666667	821.777778	360.12069
29	100	71.333333	28.666667	821.777778	360.12069
30	100	71.333333	28.666667	821.777778	360.12069
$\Sigma =$	<b>2615</b>			<b>9729</b>	

$$\begin{aligned} \bar{X}_A &= \frac{\sum X_B}{n_B} & S^2_A &= \frac{\sum (X_B - \bar{X}_B)^2}{n - 1} \\ &= \frac{2140}{30} & &= \frac{10443.5}{30 - 1} \\ &= 71.3333 & &= 360.121 \end{aligned}$$

Table 7 Showed that the result of the experimental group obtaining the average 71.33333333 and varians 360.1206897.

**Table 8. Homogeneity Test Control Group**

NO.	CONTROL GROUP (B)				
$n_B$	$X_B$	$\bar{X}_B$	$X_B - \bar{X}_B$	$(X_B - \bar{X}_B)^2$	$S^2_B$
1	50	87.16667	-37.1667	1381.3611	335.4828
2	55	87.16667	-32.1667	1034.6944	335.4828
3	55	87.16667	-32.1667	1034.6944	335.4828
4	57	87.16667	-30.1667	910.02778	335.4828
5	60	87.16667	-27.1667	738.02778	335.4828
6	60	87.16667	-27.1667	738.02778	335.4828
7	65	87.16667	-22.1667	491.36111	335.4828
8	65	87.16667	-22.1667	491.36111	335.4828
9	65	87.16667	-22.1667	491.36111	335.4828
10	65	87.16667	-22.1667	491.36111	335.4828
11	68	87.16667	-19.1667	367.36111	335.4828
12	68	87.16667	-19.1667	367.36111	335.4828
13	70	87.16667	-17.1667	294.69444	335.4828
14	70	87.16667	-17.1667	294.69444	335.4828
15	75	87.16667	-12.1667	148.02778	335.4828
16	75	87.16667	-12.1667	148.02778	335.4828
17	75	87.16667	-12.1667	148.02778	335.4828
18	75	87.16667	-12.1667	148.02778	335.4828
19	75	87.16667	-12.1667	148.02778	335.4828
20	75	87.16667	-12.1667	148.02778	335.4828
21	76	87.16667	-11.1667	124.69444	335.4828
22	78	87.16667	-9.16667	84.027778	335.4828
23	80	87.16667	-7.16667	51.361111	335.4828
24	80	87.16667	-7.16667	51.361111	335.4828
25	80	87.16667	-7.16667	51.361111	335.4828
26	80	87.16667	-7.16667	51.361111	335.4828
27	85	87.16667	-2.16667	4.6944444	335.4828
28	85	87.16667	-2.16667	4.6944444	335.4828
29	85	87.16667	-2.16667	4.6944444	335.4828
30	88	87.16667	0.833333	0.6944444	335.4828
$\Sigma =$	<b>2140</b>			<b>10443.5</b>	

$$\begin{aligned} \bar{X}_B &= \frac{\sum X_A}{n_A} \\ &= \frac{2615}{30} \\ &= 87.1667 \end{aligned}$$

$$\begin{aligned} S^2_B &= \frac{\sum (X_A - \bar{X}_A)^2}{n - 1} \\ &= \frac{9729}{30 - 1} \\ &= 335.483 \end{aligned}$$

Table 8 Showed that the result of the control group obtaining the average 87.16666667 and varians 335.4827586.

Class	N	Varians	F <sub>count</sub>	F <sub>table</sub>	Conclusion
Experimental group	30	360.1206897			
Control group	30	335.4827586	1.07344	1.8543	Homogeneous

$$\begin{aligned}
 F_{\text{count}} &= \frac{S^2 \text{ Largest}}{S^2 \text{ Smallest}} = \frac{S^2_B}{S^2_A} \\
 &= \frac{360.1206897}{335.4827586} \\
 &= 1.07344
 \end{aligned}$$

df2/df1	10	12	15	20	24	30	40	60	120	∞
23	2.2747	2.2036	2.1282	2.0476	2.0050	1.9605	1.9139	1.8648	1.8128	1.7570
24	2.2547	2.1834	2.1077	2.0267	1.9838	1.9390	1.8920	1.8424	1.7896	1.7330
25	2.2365	2.1649	2.0889	2.0075	1.9643	1.9192	1.8718	1.8217	1.7684	1.7110
26	2.2197	2.1479	2.0716	1.9898	1.9464	1.9010	1.8533	1.8027	1.7488	1.6906
27	2.2043	2.1323	2.0558	1.9736	1.9299	1.8842	1.8361	1.7851	1.7306	1.6717
28	2.1900	2.1179	2.0411	1.9586	1.9147	1.8687	1.8203	1.7689	1.7138	1.6541
29	2.1768	2.1045	2.0275	1.9446	1.9005	1.8543	1.8055	1.7537	1.6981	1.6376
30	2.1646	2.0921	2.0148	1.9317	1.8874	1.8409	1.7918	1.7396	1.6835	1.6223
40	2.0772	2.0035	1.9245	1.8389	1.7929	1.7444	1.6928	1.6373	1.5766	1.5089
60	1.9926	1.9174	1.8364	1.7480	1.7001	1.6491	1.5943	1.5343	1.4673	1.3893
120	1.9105	1.8337	1.7505	1.6587	1.6084	1.5543	1.4952	1.4290	1.3519	1.2539
∞	1.8307	1.7522	1.6664	1.5705	1.5173	1.4591	1.3940	1.3180	1.2214	1.0000

$$\begin{aligned}
 F_{\text{table}} &= \left( \alpha ; \frac{dk(A)}{dk(B)} \right) \\
 &= \left( 0,05 ; \frac{n_A - 1}{n_B - 1} \right) \\
 &= \left( 0,05 ; \frac{30 - 1}{30 - 1} \right) \\
 &= \left[ 0,05 ; \frac{29 \text{ (Pembilang)}}{29 \text{ (Penyebut)}} \right] \\
 &= 1.8543
 \end{aligned}$$

The result of the statistical analysis of the F test on the post-test result data with  $S^2_A = 335.4827586$  and  $S^2_B = 360.1206897$  with a significance level of  $\alpha = 0.05$ , the calculated  $F_{\text{count}} = 1.07344$  with  $F_{\text{table}} = 1.8543$ . This shows that  $F_{\text{count}} < F_{\text{table}}$  so it can be concluded that the experimental class and control class are homogeneous and deserve to be used as research samples.



**Table 9. Hypothesis test Students Learning**

<b>Class</b>	<b>Mean</b>	<b>S</b>	<b>S<sup>2</sup></b>	<b>T<sub>count</sub></b>	<b>T<sub>table</sub></b>
Experimental group	71.3333	360.121	37.293	1.96642	1.6991
Control group	87.16666667	335.483			

$$\begin{aligned}
 S_B &= \sqrt{S_B^2} \\
 S_B &= \sqrt{335.4827586} \\
 &= 18.31618843 \\
 S_A &= \sqrt{S_A^2} \\
 S_A &= \sqrt{360.1206897} \\
 &= 18.97684615
 \end{aligned}
 \left. \vphantom{\begin{aligned} S_B \\ S_A \end{aligned}} \right\} S_A + S_B = 37.293$$

$$t = \frac{\bar{X}_A - \bar{X}_B}{s \sqrt{(1/n_A + 1/n_B)}}$$

$$t = \frac{87.16666667 - 71.33333333}{37.293 \sqrt{(1/30 + 1/30)}}$$

$$t = \frac{15.8333}{8.0518}$$

$$t = 1.96642$$

Table 9 showed that the criteria for testing hypothesis are rejecting  $H_0$  if the statistic falls within the critical area. From the result of hypothesis testing with T-test, at the level of significance  $\alpha = 0,05$  obtained  $T_{count} = 1.966422631 > T_{table} = 1.6991$  which means the test statistic falls within its critical area. This shows that there is sufficient evidence to accept  $H_1$  therefore it can be concluded that reject  $H_0$  and accept  $H_1$  that is  $\mu_1 > \mu_2$ .

### **Discussion**

This part presents the discussion of the research findings. The result show that the students who have treatment and test with cooperative learning model are effective to improve students' writing ability than without treatment. It

presented the interpretation of research finding and summarizes the hypotheses. The aim of this study was to evaluate the effect of implementing cooperative learning to improve students' writing ability at 8 grade in SMP N egeri 4 Bitung academic year 2021/2022.

The research was help to answer the question whether the use of cooperative learning is effective for students' writing ability at 8 grade in SMP Negeri 4 Bitung. In order to answer the question, the writer wrote the hypothesis:  $H_0$ : There have no difference between the result of learning with using cooperative learning model and without treatment in material writing descriptive text.  $H_1$ : There have the difference between the result of learning with using cooperative learning model and without treatment in material descriptive text.

To prove the hypothesis, the data obtained in experimental group and the control group calculated by using t-test formula with assumption as follows: If  $\text{Sig.}(2\text{-tailed}) < 0.05$ , there have the difference between the result of learning with using cooperative learning model (VIII D) and without treatment (VIII A). It means  $H_0$  is rejected and  $H_1$  is accepted. It is proven that the cooperative learning is effective to improve students' writing ability. If  $\text{Sig.}(2\text{-tailed}) > 0.05$ , there have no difference between the result of learning with using cooperative learning model (VIII D) and without treatment (VIII A). It means  $H_0$  is accepted and  $H_1$  is rejected. It is proven that the cooperative learning is not effective to improve students' writing ability.

The writer hypothesized that the result of students learning are obtained  $H_0$  is rejected and  $H_1$  is accepted because  $T_{\text{count}} = 1.966422631$  is greater than  $T_{\text{table}} = 1.6991$ . It proves that cooperative learning is effective, simple, and easy learning for students in groups. This indicated that using cooperative learning has a positive effect in improving students' writing ability at 8 grade in SMP Negeri 4 Bitung. Differences in learning outcomes can be influenced by the use of different learning models in the two classes. In the experimental class students are actively involved, skilled, think creatively, and have curiosity during the learning process. while in the control class students only heard the teacher's explanation, causing students to get bored more quickly. This is in line with the theory put forward by

Milawati, Kristina (2015) that the implementing of cooperative learning can affect student learning outcomes.

## **CONCLUSION & SUGGESTION**

Based on the result of the data analysis and the discussion mentioned in previous chapter, the writer concluded that implementing cooperative learning is more effective to improve students' writing ability at 8 grade in SMP Negeri 4 Bitung. The result of statistics analysis show in the terms of frequency distribution, mean score and standard deviation of post-test after being exposed treatment to the experimental group is higher percentage than the control group.

Based on the conclusion above, the writer wants to give following suggestion: For English teacher the writer suggest to use media with cooperative learning in the class especially in writing descriptive text and keep motivating the students about their skill and also should have good collaborative in teaching and learning process. For the other researcher, the writer suggest to replicate the present study by focusing on varied aspect concerning the use cooperative learning in writing descriptive text.

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