

# **THE IMPLEMENTATION OF COOPERATIVE LEARNING: PICTURE AND PICTURE MODEL TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT**

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## **ABSTRACT**

The implementation of Cooperative Learning: Picture and Picture Model intended to increase ability of students at SMP Negeri 1 Rancabali, Bandung district in writing descriptive text. Classroom of research was conducted on 38 students of VII-H class. The research was started on April 12<sup>th</sup>, 2017 until May 24<sup>th</sup>, 2017. This research was conducted in two cycles. Based on the result of this research, the implementation of Cooperative Learning: Picture and picture could improve students' ability in writing descriptive texts in the seventh grade of SMP Negeri 1 Rancabali, it was seen from the result of t-test for Dependent group. The result is the derived  $t = 7.2544$  is bigger than the tabled critical value of  $t = 2.0262$ , at  $p = .05$  with  $df = 37$  ( $7.2544 > 2.0262$ ), therefore,  $H_0$  is rejected, and  $H_a$  is accepted. Stating that there is significant improvement in writing descriptive text by using Cooperative Learning: Picture and Picture Model. The questionnaire, interview and evaluation sheet result showed that students enjoyed and became active during teaching learning process.

## **Key Words:**

Writing, Descriptive Text, Cooperative Learning, Picture and Picture

## **ABSTRAK**

*Penerapan Cooperative Learning: Picture and Picture Model dimaksudkan untuk meningkatkan kemampuan siswa di SMP Negeri 1 Rancabali, Kabupaten Bandung dalam menulis teks deskripsi. Penelitian tindakan kelas dilakukan pada 38 siswa di kelas VII-H. penelitian dimulai pada tanggal 12 April 2017 sampai dengan 24 Mei 2017. Penelitian ini dilaksanakan dalam dua siklus. Berdasarkan hasil penelitian ini, penerapan Cooperative Learning: Picture and Picture Model dapat meningkatkan kemampuan siswa dalam menulis teks deskripsi di kelas tujuh SMP Negeri 1 Rancabali, hal ini bisa dilihat dari hasil t-test for Dependent group. Dimana t-hitung = 7.2544 lebih besar daripada t-table = 2.0262, dimana tingkat probabilitas = 0,05 dan derajat kebebasan = 37 ( $7.2544 > 2.0262$ ), oleh karena itu  $H_0$  ditolak dan  $H_a$  diterima. Yang menyatakan bahwa terdapat peningkatan yang signifikan dalam menulis teks deskripsi dengan menggunakan Cooperative Learning: Picture and Picture Model. Sementara hasil dari kuesioner, wawancara dan lembar evaluasi menunjukkan bahwa siswa merasa menikmati dan menjadi aktif selama proses pembelajaran berlangsung.*

## **Kata Kunci:**

*Menulis, Teks Deskripsi, Cooperative Learning, Picture and Picture Model*

## **INTRODUCTION**

Writing is a thought activity to express the ideas in a work to be read by the others. According to Heaton (1998:138): "Writing allows us to express ourselves.

Through writing we can inform others, carry out transactions, persuade, infuriate, tell how we feel, and learn to shape our thoughts, our ideas and our lives”.

In the context of language teaching, writing is an important aspect in language teaching and learning in which teacher should continue developing some techniques in teaching writing so that students can improve their writing ability. Alwasilah (2001:37) states that the responsibility for developing a specific or a professional writing skill is in school hands.

It has been realized that writing skill is highly important. However, many students are not interested in writing and regard it as the most difficult skill to learn. Compared to listening, speaking and reading, writing was perceived as the most difficult to acquire for some reasons (Alwasilah, 2001:9), and this has been commonly accepted among students.

Especially for teaching English in Indonesia, as a foreign language, the students faced many difficulties such as lack in vocabulary, spelling and grammar. Besides that, the student also faced the difficulties in brainstorming idea, building knowledge, having less confidence in writing and lack of knowledge about language and genre of text. It is in line with Kongpetch (2003) who argues that: “One of the reasons that foreign language student experience difficulties in writing English texts is because they have inadequate understanding of how texts are organized”. It is supported by Alwasilah (2007:24) who assess that writing is complicated language skill for students and even for teacher.

According to explanation above, it is important to find out the solution to solve the writing problems and to develop the students’ motivation in writing the text. And this study, tried to use Cooperative Learning: Picture and Picture Model to solve the problem. Slavin (1995:20) states that “Cooperative Learning is a variety of teaching methods in which students work in a small groups to help each other learn academic content”. He further elaborated that in cooperative learning, students are expected to help each other, discuss, and argue with one another, assess each other’s current knowledge and fill in gaps in each other’s understanding. And one of the Cooperative Learning model is Picture and Picture Model. It is a learning method that uses pictures and paired or sorted into a logical order (Suprjiono, 2009:43). These study characteristics are active, innovative, creative, and fun.

In this case, descriptive text is chosen as the specific genre to teach because of its social function and its familiarity to students’ life. Descriptive as one of the genres has appeared in both written and oral. It also can be a common media for giving information about thing, animal, person, place and others. It is in line with Troyka (1989) who argues that: “Descriptive text allows students to share interesting impression of a person, place, or an object surround them”. Considering the background above, this research is concerned in: “The Implementation of Cooperative Learning: Picture and Picture Model to Improve Students’ Ability in Writing Descriptive Text”.

## **RESEARCH METHODOLOGY**

In order to achieve the objectives of research, this research uses Classroom Action Research (CAR). The research consists of two cycles. Kemmis and Mc Taggart (1988) stated that there are four basic steps in the action research. They are planning, acting, observing and reflecting. The planning step consists of problem identification, while in acting and observing step the researcher gathers data, interprets data, and acts on evidence of the research. After that, the result of the research is evaluated and it is continued to the next cycle.

This research conducts in Classroom Action Research to acquire information of an instructional activity by evaluating and reflecting instructional practice. Classroom Action Research emphasizes the involvement of teacher problems in their own

classrooms and has its primary goal the in-service training and development of the teacher rather than acquisition of general knowledge in the field of education. (Borg, 1981).

Furthermore, Action Research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It involves the teacher and researcher with a method for solving everyday problems in school, in order to improve both students and teachers' learning effectiveness. The teacher has opportunity as model for students, not only the skill needed for effective learning but also curiosity and excitement about gaining new knowledge (Kitchen & Stevens, 2008).

The goal of a teacher is to be a professional problem solver who is committed to improve both their own practices and students outcomes. It provides a powerful reason to practice action research (Gay et al., 2006:499). Classroom Action Research is a study focused on specific problem that occurs in a class. It also focusses on the process not only the result.

Doing Classroom Action Research means observing the process of the treatment. It is strongly recommended that an observer watches the process of the Classroom Action Research. This is done so that the teacher can be helped in evaluating and formulating the lesson plan for every cycle.

The teacher usually used Classroom Action Research because it deals with their own problems, it can start whenever they are ready and providing immediate results. Action Research provides them with opportunities to better understand, and improve their educational practices. Action Research can create a stronger relationships among staff. More importantly, Action Research provides educators with alternative ways of viewing and approaching educational questions providing a new way of examining their own practices. (Mertler, C.A. & Charles C.M., 2008).

As population, this research taken the students at seventh grade of Rancabali one junior high school, Bandung district. To determine the sample, this research used cluster sampling technique. According to Nunan and Bailey (2009:128): "cluster sampling technique is restrict one's selection to a particular subgroups from within the population". Because there are eight class of seventh grade in the school. There only VII - H class which given the treatment.

The research utilized some instruments to gather the data. The instruments of this research are observation sheet for the teacher and the students, interview, questionnaire, and writing test. Observation was conducted to obtain the data about teacher and students activity. The observation form is adapted from Brown (2001); Teacher Observation form A: Observing other teacher. The researcher considers that this form is suitable to enclose the whole observation aspects in this research. It was divided into five categories. The first category was preparation step. It has three indicators that specify teacher's preparation in teaching such as how to plan the lesson and worksheet. The second category was presentation. It has ten indicators which monitor teacher's activity in the beginning of the teaching instruction. The third category was execution method, this category has twelve indicators which shows how the teacher organize the class and deliver the material of the lesson. The fourth category was personal characteristic, it has five indicators which monitors teacher's personality and action in the class. The last category was the teacher-students' interactions, this category has ten indicators which indicate how teacher and students work together in an instructional activities.

Meanwhile, the students' observation sheet was implemented to measure the activity of the students during the instructional processes. The observation sheet was used to know the students' responses toward the Cooperative Learning: Picture and

Picture Model in teaching writing. It consists three categories; interest, attention, and participation.

One-on-one Interview was conducted to gather the detail information from the respondent. It was divided into two parts; pre-interview and post-interview. Interviews were particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to further investigate their responses. (McNamara, 1999)

The pre-interview was conducted in preparation step; it was carried out before the cycle began. It has ten questions related to students' difficulties in writing and also about their opinion toward Cooperative Learning: Picture and Picture Model. The result of the interview is used to plans the first cycle.

The post interview was conducted after all of the cycles ended. It was implemented to get the students' perception toward learning writing through Cooperative Learning: Picture and Picture Model. The post interview has four questions about students' perception toward the implementation of Cooperative Learning: Picture and Picture Model, advantages and motivation perceived during learning writing through Cooperative Learning: Picture and Picture Model.

Questionnaire in combination form (close-ended and open ended) was implemented to identify the students' responses toward Cooperative Learning: Picture and Picture Model. The questionnaire was given to the students after each cycle to get students' opinion and suggestion about the learning activities. This students' questionnaire helps the teacher to improve the instructional learning activities.

Students' questionnaire consists of four questions. The first question asks student's opinion on the instructional learning in one meeting. The second question, the students is asked about their view toward Cooperative Learning: Picture and Picture Model, the next question concern to the teacher's teaching performance in conveying the material, and on the last question students are asked to give their suggestion for the next meeting.

The writing test consist of three tests, there are pre-test, post-test in cycle 1 and post-test in cycle 2. For the pre-test, it is conducted before the cycles began. It is implemented to measure the prior knowledge of students' writing ability before the classroom action research is conducted. Whereas, post-tests in cycle 1 and cycle 2 is conducted after each cycle is completed. The tests are about the learning material which is delivered by the teacher. The tests are implemented to see whether or not Cooperative Learning: Picture and Picture Model give an improvement to the students' reading comprehension by comparing the average value of each test.

The post-test is conducted to see how far students' improvement in writing descriptive text. The students are considered to be successful if they got 73 in accordance with Minimum Mastering Criteria (MMC). Minimum Mastering Criteria is the minimum criteria to declare learners' achievement of the lessons. MMC value is determined by the subject teachers with the approval of the school.

Evaluation sheet made with the close ended question. Consist of eights question about a group work. The question provided some information related to the responses of the students toward cooperative learning method. It measured how far cooperative learning method help them to improve their ability in writing, especially for descriptive text.

In this research, the researcher was helped by one on-site English teacher whose role is as the observer. This collaboration was aimed at obtaining the data needed as objective as possible. However, before the one on-site teacher took part in the research,

he was given an explanation about the research procedure.

## FINDINGS

The implementation of Cooperative Learning Method in teaching writing could improve students' writing ability and helped teacher in delivering writing material. The comparison of means between the result of students' writing score in cycle I and cycle II which improved from 69 to 79.5 was considered high enough. And the result of testing Hypotheses showed that  $H_0$  is rejected and  $H_a$  is accepted. Stating that there is an improvement in writing descriptive text by using Cooperative Learning: Picture and Picture Model. It's showed that the students' ability increased particularly in writing descriptive text. As that had been stated in Chapter II that on cooperative learning, students are expected to help each other, discuss and argue with one another, assess each other's current knowledge and fill gaps in each other's understanding (Slavin, 1995)

In cooperative learning method the students must do the lessons cooperatively so that students only work in groups to accomplish a task but also have social skills to achieve the team's goal. Johnson and Johnson (2000) declare that the students should know how to analyze the learning group in order to be effective in working among the group members. Moreover, they must help one another in understand the material, make sure that the other members of the group master the assignment and encourage each other to work hard.

Referring to the result of t-test for dependent group between students' writing score in pre-test, cycle one and cycle two, the researcher concluded that students' score had improved. It revealed that students' writing ability based on the cognitive skill improved after the implementation of cooperative learning methods.

In instructional process, the teacher activities and material improved so well. In the first cycle, the teacher had several weakness. The teacher did not tell the cooperative learning itself and it made the students confused about what that had to do. The, the teacher could not help all of the students.

On the other hand, the teacher tried to make the material related to the base competence given by the government. Since this research discovered the use of Cooperative learning method in improving students writing ability, especially in descriptive text, the teacher chose the material which made students share their idea, opinion and arguments.

In cycle two, the teacher activities also improved. The teacher was able to manage the class and tried to solve the students' difficulties in making descriptive text. The teacher encouraged the students to criticize the picture of material.

Cooperative learning method helped the students in making a test. Based on the result of post-test, cooperative learning method improves their ability making the text, especially descriptive text. Since they were able to ask their group mates and they were motivated to do their best to the group. The students work in group must be accountable for achieving the goals and must be accountable for contributing each works to achieve common goals (Johnson & Johnson, 2000)

However, the students stated that sometimes their group mate could not help in making the text or was not able to solve the problem. They were usually confused to share information they got in English because they lack of vocabulary. But, those difficulties could be solved by asking the teacher or tried to discuss with other friends.

This research discovered how students' response toward cooperative learning model is. They stated that the method was very useful and process of teaching learning writing activities were enjoyable. They believe that the use of cooperative learning method can improve their writing ability, especially in descriptive text.

## CONCLUSIONS

### CONCLUSIONS

This research investigated the use of Cooperative Learning: Picture and Picture in improving students' writing ability. The main problems that have been investigated are whether or not there is an improvement in students' writing ability by the implementation of Cooperative Learning: Picture and Picture Model and the students' responses toward the implementation of this method.

The population in this research was the VII H students of SMP Negeri 1 Rancabali. The research design employed in this research was Classroom Action Research, which consisted of four main steps; planning, acting, observing, and reflecting, conducted in two cycles.

Since the aim of this study was to find out the students' writing improvement by the implementation of Cooperative Learning: Picture and Picture Model. And to find out the students' responses toward the implementation of Cooperative Learning: Picture and Picture Model in teaching writing, therefore, the researcher needs the data to analyze the improvement of the students' writing ability. The researcher gathered the data from students' writing test. Moreover, there were other instruments to gather the data, they were observation for students and teacher, students' questionnaire, evaluation sheet, and interview. The instruments were implemented to find out students' responses toward the implementation of Cooperative Learning: Picture and Picture Model in their classroom.

The findings of the research showed that Cooperative Learning: Picture and Picture Model could improve the students' writing ability, especially in writing descriptive text. The result of the last writing test showed that most of students' writing scores achieved the *Kriteria Ketuntasan Minimal (KKM)* which was used as indicator of students' success. Cooperative Learning: Picture and Picture Model could help students to making descriptive text since they were able to share the difficulties to their friends in a group. In addition, the students also had more motivation to do the best because they had to compete with the other groups.

The improvement of students' writing ability could be seen from the result of t-test for dependent group between the mean score in both cycle one and cycle two. The result is the derived  $t = 7.2544$  is bigger than the tabled critical value of  $t = 2.0262$ , at  $p = .05$  with  $df = 37$  ( $7.2544 > 2.0262$ ), therefore,  $H_0$  is rejected, and  $H_a$  is accepted. Stating that there is an improvement in writing descriptive text by using Cooperative Learning: Picture and Picture Model.

The research findings also described some responses of the students toward Cooperative Learning: Picture and Picture Model in learning writing especially descriptive text. It showed that the students gave positive responses since they stated that Cooperative Learning: Picture and Picture Model was fun and helped them in making descriptive text.

Besides that, the students also gave positive responses toward the implementation of this learning model. They had interest to do activities in groups and also it was very important to let the students get involved in various activities that were relevant to learning teaching writing, especially descriptive text. Hopefully, the research gave benefit and contribution to the enhancement of teaching and learning in English, especially in learning writing.

### SUGGESTIONS

The researcher would like to put forward some suggestion that may be

useful for the further research. Cooperative Learning is a model of learning that consist of many methods. One of the Cooperative Learning Model was Picture and Picture Model. Actually, every method in cooperative learning aimed to help students obtain a better understanding of a subject. The next research should explore the methods and prove that Cooperative Learning is a real effective way to create a favorable learning situation in the class. During teaching and learning process, the teacher should be a good model as well as a good motivator.

Moreover, the next research can use this Cooperative Learning: Picture and Picture Model on the other skills such as listening, speaking, and reading to reveal more information about this learning model. This research is kind of Classroom Action Research which needs a lot of time. So, it is better for other researchers to manage the time as efficiently as possible.

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