

# THE EFFECT OF COLLABORATIVE LEARNING MODEL ON STUDENTS' WRITING ANNOUNCEMENT ABILITY AT X GRADE OF SMA N 1 ANGKOLA BARAT

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**Abstract:** *The aim of this research are to know: 1) The extent of the application of collaborative learning model on students' writing announcement ability, 2) The extent of the students' writing announcement ability before and after of collaborative learning model 3) Whether there is any significant effect of collaborative learning model on students' writing announcement ability at X grade of SMA N 1 Angkola Barat. This research uses experimental method with the pre-experimental design by using one-group pre test and post test design. The population of this research is all of the X grade students' of SMA N 1 Angkola Barat which consist of 180 students. Sample were X MIPA 1 which consist of 32 students which taken by cluster sampling. In collecting the data the researchers uses observation sheet and test as an instrument. The result of this research: 1) the application of collaborative learning model is 3.26, it is categorized "Very Good". 2) The mean score of the students' writing announcement ability is 57.2 and it is categorized "bad". Meanwhile, after using collaborative learning model was 78.7, it is categorized "good". The result of data analysis shows that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 10.28 > t_{table} 2.04$ ). So, the hypothesis is accepted. It means that, 3) there is a significant effect of collaborative learning model on students' writing announcement ability at the X grade students of SMA N 1 Angkola Barat*

**Keywords:** *Collaborative Learning Model, Writing Announcement Abilit*

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui: 1) Sejauh mana penerapan model pembelajaran kolaboratif terhadap kemampuan pengumuman tulisan siswa, 2) Tingkat kemampuan pengumuman tulisan siswa sebelum dan sesudah model pembelajaran kolaboratif 3) Apakah ada pengaruh yang signifikan dari model pembelajaran kolaboratif terhadap kemampuan pengumuman menulis siswa di kelas X SMA N 1 Angkola Barat. Penelitian ini menggunakan metode eksperimen dengan desain pra-eksperimen dengan menggunakan one-group pre test dan post test design. Populasi penelitian ini adalah semua siswa kelas X SMA N 1 Angkola Barat yang terdiri dari 180 siswa. Sampel adalah X MIPA 1 yang terdiri dari 32 siswa yang diambil secara cluster sampling. Dalam mengumpulkan data, peneliti menggunakan lembar observasi dan tes sebagai instrumen. Hasil penelitian ini: 1) penerapan model pembelajaran kolaboratif adalah 3,26, dikategorikan "Sangat Baik". 2) Nilai rata-rata kemampuan pengumuman tulisan siswa adalah 57,2 dan dikategorikan "buruk". Sementara itu, setelah menggunakan model pembelajaran kolaboratif adalah 78,7, itu dikategorikan "baik". Hasil analisis data menunjukkan bahwa  $t_{test}$  lebih tinggi dari  $t_{tabel}$  ( $t_{test} 10,28 > t_{tabel} 2,04$ ). Jadi, hipotesisnya diterima. Artinya, 3) terdapat pengaruh yang signifikan model pembelajaran kolaboratif terhadap kemampuan pengumuman menulis siswa pada siswa kelas X SMA N 1 Angkola Barat

Kata kunci: Model Pembelajaran Kolaboratif, Kemampuan Menulis Pengumuman

## I. INTRODUCTION

Writing is the tool to express what the researchers thinks about an Ideas, opinion and experience. Writing is the activity that has relationship to the other skill, that are reading even listening and speaking. Writing is important because of writing form can persuade the other people to do something and stimulate the reader minded. Writing important to research because now days many people not interest to write. Meanwhile, in this era English is not foreign language. We can see English words in everywhere. In this research the researcher will be focus writing announcement. Announcement is the text that contain an information about something to inform to the human being. In SMA N 1 Angkola Barat, there are many students have the low ability especially in writing announcement. It can be seen based on the researchers's observation and pretest on October, 5<sup>th</sup> 2019. The researchers found the data of pretest there are many students low in writing announcement. From 32 students the researchers got the average score 65 meanwhile according to the researchers the students can pass writing if they get the minimal score 75. The researchers try to use collaborative learning model to improve students' writing announcement ability.

Tarigan(1985:3) in Ariyanto (2009: 2) says that writing is a language skill that is used to communicate indirectly, not face to face with others is a productive and expressive activity and ability to write narrative essays and factors. Then Sujarwanto (2002: 557) in Ariyanto (2009: 3), writing is an important medium for students' personal self-expression in communicating and finding meaning, in the other words writing means pouring thoughts into written form or telling something to others through writing. Definition of Announcement according to Nuraini (2008: 92) in Fajaria (2015:14) said that was a meaningful announcement to preach. Announcements are made in concise,

concise language and can be discussed. Then Yunus and Suparno (2009: 6.55) Fajaria (2015:14) say that an announcement letter is a letter that contains a notification regarding something addressed to employees or general public. According Brown (2001:357) in Rahmawati (2017: 32) states that there are many constituent parts that should be considered by students in writing, there are content, organization, discourse, syntax, vocabulary, mechanics. Then Raimes in Rahayu (2018: 15-16) explain that the indicators of writing are syntax, content, grammar, mechanics, organization, word choices, purpose, audience, the researchers' process, generic structures of announcement text. according to Mark (2006 : 27) in Batubara (2017:27) "The generic structures of announcement in English text are: 1. Stating Purpose: The text that contains what event will be held. 2. Stating Day, Date, and Time: Day and Date realization. The text that contains when the event will be held. 3. Stating Place: The text that contains where the event will be held. 4. Informing Sender: The text contains name of the person who will be contacted."

According to Sholihatin and Raharjo (2007:4) in Afandi et al (2013:52) Basically collaborative learning contains understanding as an attitude or behavior together in working or helping among others in an organized cooperation structure, consisting of two or more people where the success of cooperation is strongly influenced by the involvement of each group members themselves, in the other words collaborative learning can also be interpreted as a structure of shared tasks in an atmosphere of togetherness among fellow group members. According to Slavin (1985) in Afandi et al (2013:53), collaborative learning is a learning model in which students learn and work in small groups cooperatively with members of 4-6 people with heterogeneous group structures, it means collaborative learning is very good to be implemented because students can work together and help each other overcome the tasks they face. Furthermore Panitz explain (1996) in Apriono (2013:297) collaborative learning, which is a model of learning

that involves several students jointly joined in a group that recognizes the different abilities and contributions of ideas of each individual, in the other words collaborative learning is a group process in which members support and rely on one another to achieve an agreed goals. According to Johnson, Johnson & Smith (1991) in Laal and Laal (2012:493) define the steps of collaborative learning, that is: First, knowledge is constructed, discovered, and transformed by students.

Second, students actively construct their own knowledge. Third, faculty effort is aimed at developing students' competencies and talents. Fourth, education is a personal transaction among students and between the faculty and students as they work together. Fifth, all of the above can only take place within a cooperative context. Sixth, teaching is assumed to be a complex application of theory and research that requires considerable teacher training and continuous refinement of skills and procedures. Then Slavin (2010:241) in Afandi et al (2013:58) explain the steps of collaborative learning includes: First, students are divided into groups (each group consists of 5- 6 people). The so-called home group. Second, in one group each student gets different material. Third, from several groups, students with the same expertise or the same material meet to discuss it in expert groups. Fourth, after the discussion, the experts return to the original group. Fifth, the experts explain the results of the discussion to the original group. Sixth, each group presents the results of the discussion by appointing one member as the group's representative. Seventh, students work on individual quizzes that cover all topics.

According to Jarolimek and Parker in Afandi et al (2013:56) said the advantages obtained in collaborative learning are: 1) Positive interdependence. 2) There is recognition in responding to individual differences. 3) Students are involved in class planning and management. 4) A relaxed and fun class atmosphere. 5) Establishing a warm and friendly relationship between students and teachers. 6) Have many opportunities to express pleasant emotional experiences. Next

Gokhale (1995) in Susanti, Prasetyo and Nasution (2017:22) explain advantages are as follows: 1) Helped understanding. 2) Pooled knowledge and experience. 3) Got helpful feedback. 4) Stimulated thinking. 5) Got new perspectives. 6) More relaxed atmosphere. 7) Fun learning. 8) Greater responsibility for myself and the group. 9) Made new friends. According to Middlecamp (2016) in <http://archive.wceruw.org> accessed 26 October 2019, disadvantages of Collaborative Learning are 1) People need to go at different speeds. 2) Someone may try to take over the group. 3) Quiet people may not feel comfortable. 4) Sometimes people just don't get along. 5) People may not pull their weight. 6) It is not fair! A concept may not be understood as well if a person doesn't have to figure it out. 7) The time spent talking about irrelevant topics is unbelievable.

Then Muijs and Reynoldin Helsanita (2014:32-33) "summarize the disadvantages of collaborative learning the list covers: 1) It does not naturally promote independent learning and can foster dependency on certain dominant members of the group. 2) It can easily lead to free-rider effects whereby certain members of the group do not effectively contribute and rely on work of others. 3) It can also make it harder to manage for the teacher. 4) It can take a lot longer to cover a particular topic. 5) Shyer pupils may feel that they are not benefiting as much.

## II. METHODOLOGY OF THE RESEARCH

The researcher used experimental method and this study applied the pre-experimental design by using one-group pretest and posttest design. The location of the research is at SMA Negeri 1 Angkola Barat. To make this research effective, it need to make research design that Sugiyono opinion's (2014: 112), as follow:

### Research Design

#### One group Pretest and Posttest Design

 $O_1 \times O_2$ 

The pattern shows:

$O_1$  : Pre test Experimental Group

$X$  : Treatment

$O_2$  : Post test Experimental Group

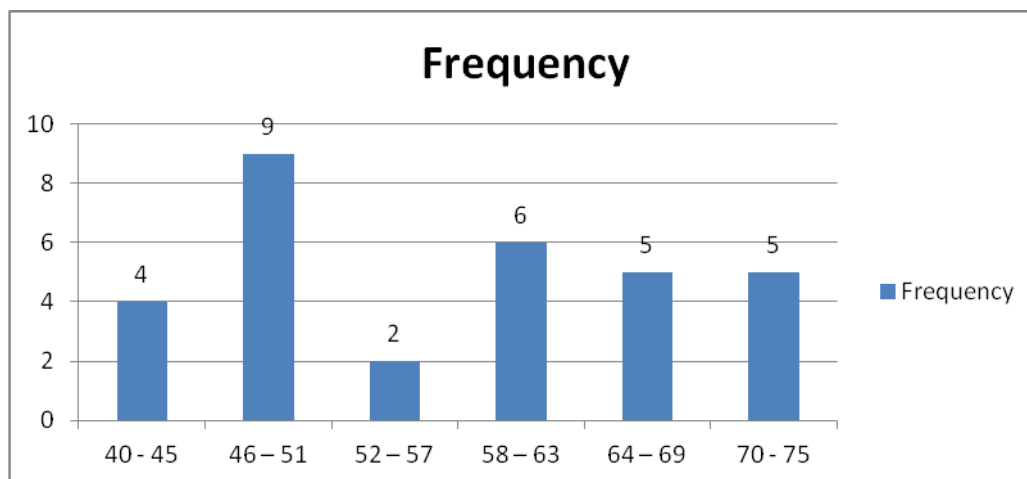
Population in this researcher is X Grade SMA N 1 Angkola Barat that consist of 180 students. The researcher concluded that the sampling by the cluster sample and the number of the sample is 32 people. The researcher choose tenth grade students of SMA Negeri 1 Angkola Barat as sample or X MIPA 1 as sample. The researcher will give a test for the students about writing announcement ability after the teaching and learning process has been done and finished. The kinds of the test where Essay test. Technique of collecting data for observation is based on four score of research namely 1 is bad, 2 is enough, 3 is good, and 4 is very good. Technique analysis data is experimental analysis that using the statistic to these hypothesis. It means that all the data that had been collected where analyzed by using statistic. In this research to analyzed the data, the researchers uses  $t_{test}$  formula.

### III. RESULT

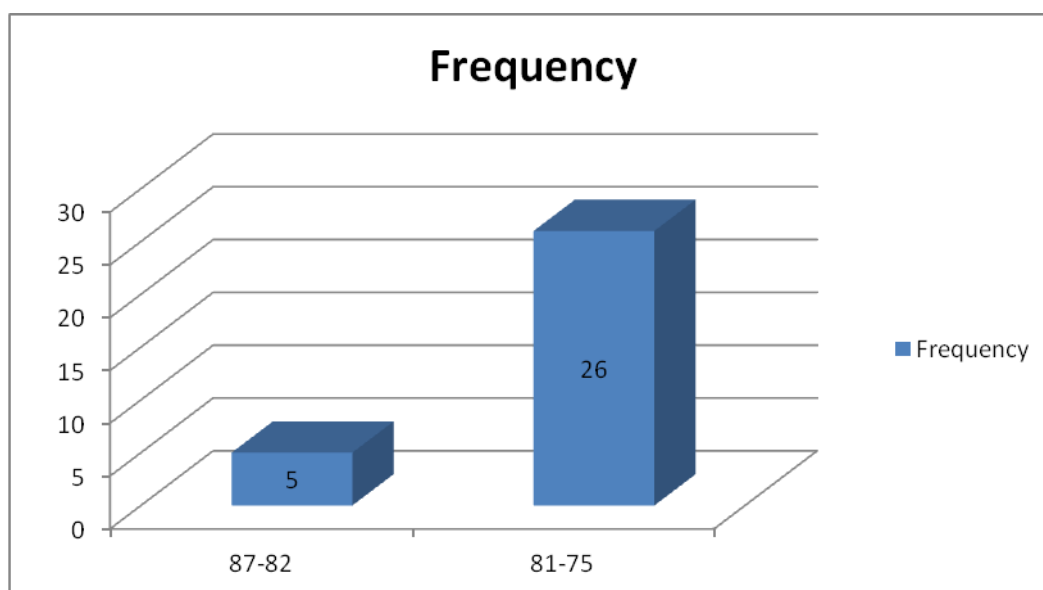
Based on the result obtained from the analysis of observation sheet about the application of collaborative learning model at X grade students of SMA N 1 Angkola Barat, the average score was 3.26 and it is categorized in "Very Good".

The mean score of the students' writing announcement ability before using collaborative learning model was 57.2. It is

categorized as “Bad” criterion. While, after using collaborative learning model, the mean score of the students’ writing announcement ability was 78.7. It is categorized as “Good” criterion.



**Figure 1: Before Using Collaborative Learning Model.**



**Figure 2: After Using Collaborative Learning Model**

Based on the histogram above, the researcher conclude that post-test in this research is higher than pre-test. The researchers found that  $t_{test}$  was higher than  $t_{table}$  ( $t_{test} 10.28 > t_{table} 2.65$ ). It means that there is a significant effect collaborative learning model on

students' writing announcement ability at X grade of SMA N 1 Angkola Barat.

#### IV. DISCUSSION

Based on the result of observation sheet in applying collaborative learning model, the researchers found that the score was 3.26. It is categorized "Very Good" criterion. The result of average score of students' writing announcement ability before taught by using collaborative learning model was 57.2. It is categorized as "bad" criterion. Furthermore, the average score of students' was 78.7. It is categorized as "good" criterion. It means that there is an improvement of students' writing announcement ability after using collaborative learning model. Then, the result of  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $t_{\text{test}} 10.28 > t_{\text{table}} 2.65$ ). So, the hypothesis is accepted. The researchers concludes that before using it at the X grade students of SMA N 1 Angkola Barat.

By looking up to the relevant study which have been discussed in chapter II about "The effectiveness of collaborative learning in improving students' ability and reading descriptive text (A Pre- experimental study of seventh grade students' of SMP Pelita Harapan, south Jakarta)". The result of this research is t-test result (5.57) is higher than t- table (2.06). It can be conclude that collaborative learning is effective towards students' reading ability.

For the explanation above, actually collaborative learning model is good for students' writing announcement ability. The reseachers get "good" categorized. So, it can be concluded that collaborative learning model has many benefits in teaching and learning process.

#### CONCLUSION



The conclusion are : 1) The result of the application of collaborative learning model on students' writing announcement ability at X grade SMA N 1 Angkola Barat is 3.26 and it is categorized "very good". It means that the researchers had applied collaborative learning model in teaching writing announcement well, 2) The students' writing announcement ability before taught by using collaborative learning model at X grade students of SMA N 1 Angkola Barat was 57.5 and it is included as "bad" category. While, the students' writing announcement ability after taught by using collaborative learning model at X grade students of SMA N 1 Angkola Barat was 78.7 and it is included as "good" category, 3) The testing that had been done to measure the hypothesis showed that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $t_{\text{test}} 10.28 > t_{\text{table}} 2.65$ ). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of collaborative learning model on students' writing announcement ability at X grade students of SMA N 1 Angkola Barat.

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