

The Effectiveness of Learning Together in Teaching Writing at MA Ma'arif Al-Mukarrom

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ABSTRACT

This research investigates whether there were differences in the results of students who taught using Learning Together and those who were not. Since writing is one of a language skill that difficult to master, but in fact this skill is tends to be ignored and only considered as part of grammar and syntax. Furthermore, to overview this research, quasi-experimental design was applied within XI grade students of MA Ma'arif Al-Mukarrom. To collecting the data, this study used a test and documentation. Meanwhile, the data analysis technique used normality test, homogeneity test and hypothesis test that calculated by SPSS 25. To test the hypothesis, the researcher used paired sample T-test. From the results of the paired sample t-test, a significance value of 0.000 was obtained. Therefore, the significance value is lower than 0.05 ($0.000 < 0.05$). So, it can be concluded that there are significant differences in students' writing skills between those who are taught using learning together and those who are not. Actually, LT is an effective strategy in teaching social subject lesson, by conducting this research proved that LT is appropriate strategy in language teaching.

INTRODUCTION

Writing tends to be ignored in some cases because the students and teachers do not aware and least attention about that (Harmer 2015). Writing is often seen as just one part of teaching and learning grammar and syntax, undermining the nature and importance of writing and hindering its growth (Fareed et al., 2016). However, besides that, writing is a complicated skill to learn by the students. In writing, students should pay attention into two level skills in writing, high-level skills and low-level skills. In high-level skills, students should master in planning and organizing. Meanwhile, at low-level skills, students should master in spelling, punctuation, and word choice (Richards and Renandya 2010).

Writing is a productive skill which is one of the main skills that must be mastered by students (Harmer 2015). Writing is regarded as a communicative act to show the author's and the reader's interactive process through the text. Such an approach emphasizes the purpose of writing and the reader's perception (Dewi et al., 2022). The rise of the internet has made written communication possible across languages and cultures and has also made it essential in business, education, and many other fields (Celce-Murcia, Brinton, and Snow 2014). In

conclusion, writing is a communication tool between writers and readers, whereby writers can convey their ideas and thoughts, and readers can capture the meaning conveyed.

Based on the pre-research done by the researcher at MA Ma'arif Al-Mukarrom, the researcher found that the difficulties in learning writing skills are also faced by students at MA Ma'arif Al-Mukarrom. When the students are asked to write a dialogue they are often made many writing errors, including mistakes in writing punctuation marks and problems while arranging words into a sentence. Besides, the students also make mistakes in verb forms and still use improper vocabulary choices. Moreover, this problem was also found when students were asked to make a personal letter. When students are asked to create a personal letter, students often have difficulty expressing their ideas into a personal letter text. Apart from that, students often forgot the generic structure of personal letters. The students often leave out some of the structure of the personal letter. Some strategy has been used by the teacher to help students improve their writing skills such as increasing vocabulary memorization and learning tenses. After applying this strategy, most students get scores that exceed the minimum passing grade (KKM), but in fact there are still a small number of students who score below the KKM. Therefore, the teacher needs other strategy that can help the students to achieve the goal in learning writing. One of the strategies that can be used is Learning Together. In this case, learning together emphasize four elements, such as face-to-face interaction, positive interdependence, individual responsibility, and interpersonal and small group skills (Slavin 2015). So, this strategy is expected to be able to build and assess their group performance.

Learning Together is a cooperative learning in which students are placed in small groups, in which each group is asked to produce a single group product (Huda 2013). This strategy can be used to help students in improving their writing skills. As stated by Harmer, writing in groups, can be very motivating for students, not only writing but also in research, discussion, peer evaluation and group pride in group achievement. Cooperative writing works well when it focuses on the writing process or when it focuses on genre research. In the first case, reviews and evaluation improve significantly when multiple people are working on the text, and idea generation is more prominent when the author is working with two or more people than when he is working alone (Harmer 2015). Therefore, learning together can be used as a strategy in teaching writing. In learning together, each group must show that their group is good in terms of discussion and working on problems, and each member must be responsible for the results they get (Fathurrohman 2017).

The usage of Learning Together in the classroom there are several stages, such as present goals and set, present information, organize students into learning teams, assist teamwork and study, test on the materials, and provide recognition (Suryani et al., 2020). In applying Learning Together, teacher gets some beneficial for instance can improve students' learning achievement, students are involved in class planning and management, able to deepen students' understanding, train students' responsibility, develop a sense of belonging and cooperation, and eliminate the gap between intelligent and not smart students. Even though there are beneficial, there are also several disadvantages such as some students take shortcuts by asking their friends for help to find the answer, teachers require a lot of preparation (materials, funds and human resources), and teacher tends to have difficulty managing the class (Sari and Dewi 2018).

In fact, the usage of learning together in collaborative learning based lesson study is effective to create a conducive classroom interaction during the teaching and learning process in which it increases the students' self-awareness (Susanti 2018). Besides, learning together is effective to improve students' social skill (Suryani et al., 2020). Learning together can also improve students' learning outcomes in social subjects in the good category (Risnawati et al., 2022). Learning together also helps students be more active and have a sense of responsibility towards themselves and their members in understanding of hajj manasik (Nasiri and Solehatunnisa 2022). This condition is as the researchers consideration in conducting similar research related to learning together in different aspect. Here, the researchers focused on student writing skill. Practically, by conducting this research the researchers can know whether learning together is effective to teach writing or not. Besides, this research is expected to contribute to developing English strategy where the learning together can be used as a strategy to teach writing.

Based on the background above, the researchers formulated the research problem: "Is there any significant difference in students' writing skills between those who taught using Learning Together (LT) and who were not?" Furthermore, the objective of this study is to find out the effectiveness of Learning Together in teaching writing. Moreover, to answer the problem the researchers conduct a research entitled "The Effectiveness of Learning Together (LT) in Teaching Writing at MA Ma'arif Al-Mukarrom."

METHODS

This research was conducted through quasi-experimental design which used two classes an experimental group and a control group (Ary et al. 2010). The data were in form of students' writing score. The data were collected through documentation and test. The test formed in pre-test and post-test within written test related to a personal letter based on the topic was given. Furthermore, to validate the instrument the validity test was applied using SPSS 25 with the significance value 0.05 and the r-table 0.468. The test can be determined as valid if the significant value is > than r-table (Budiastuti and Bandur 2018). From calculation using SPSS 25, it found the result of validity test were higher than 0.468. So, the test formed in pre-test and post-test was valid. Meanwhile, to see the consistency of the instrument of reliability test was conducted. In this research, the reliability test used SPSS 25 with Cronbach's Alpha statistical test. In the pre-test instrument the alpha was 0.894 and the post-test was 0.832. It can be conclude that the pre-test and post-test instrument reliability was high because the alpha is between 0.70-0.90 (Sanaky et al., 2021). Moreover, to analyze the data the researcher used some test such as normality test, homogeneity test, and hypothesis testing. The hypothesis testing was tested used paired sample t-test within SPSS 25.

FINDINGS AND DISCUSSION

Before analyze the data, there are some test that must be done by the researcher. The first is normality test, the normality test is a procedure used to determine whether data comes from a normally distributed population or is in a normal distribution. The normal distribution is a symmetrical distribution with the mode, mean and median in the center (Nuryadi et al. 2017). In this study, the researcher tested the normality of the data using the Kolmogorov Smirnov test. The data is said to be normal if the significance or probability value is > 0.05 (Nuryadi et al., 2017). The results of the normality test can be seen in the table below:

Tabel 1. The Result of Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experiment	.123	30	.200*	.941	30	.099
	Control	.146	27	.146	.937	27	.103

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, it can be seen that the result of the calculation of the normality test in the experimental class is 0.200, which means that the significant value is greater than 0.05 ($0.200 > 0.05$). So, it can be concluded that the data in the experimental class are normally distributed. While in the control class, it can be seen that the significant value is 0.146, which means the significance value is greater than 0.05 ($0.146 > 0.05$). So, it can be concluded that the data in the control class are also normally distributed.

Homogeneity test is a statistical test procedure that is intended to show that two or more groups of sample data come from populations that have the same variance. In this study, the researcher tested the homogeneity test of the data using the Levene test. The way to interpret this Levene test is if the Levene Statistic value is > 0.05 , it can be said that the data variation is homogeneous (Nuryadi et al., 2017). The result of homogeneity test is showed in the table below:

Tabel 2. The Result of Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.627	1	55	.111
	Based on Median	1.974	1	55	.166
	Based on Median and with adjusted df	1.974	1	52.161	.166
	Based on trimmed mean	2.383	1	55	.128

From the table above, it can be seen that the significant value obtained is 0.111. It means, that the significance value is greater than 0.05 ($0.111 > 0.05$). So, it can be concluded that the variance of the data is homogeneous.

After carrying out the normality test and homogeneity test, the researcher then conducted a hypothesis test. Hypothesis testing is a procedure used to test the validity of a statistical hypothesis of a population by using data from a sample of that population (Nuryadi et al., 2017). In this research, the researcher used independent sample t-test for statistical analysis. The result of statistical analysis presented in the table below:

Tabel 3. The Result of Hypothesis Test

Independent Samples Test											
		Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Score	Equal variances assumed	2.627	.111	4.873	55	.000	7.430	1.525	4.374	10.485	
	Equal variances not assumed			4.943	53.595	.000	7.430	1.503	4.415	10.444	

From the table above, it can be seen that the significance value of the Levene test is 0.111, which means greater than 0.05 ($0.111 > 0.05$). Therefore, the significance value of the t-test used is the significance value in the first row. According to (Nuryadi et al., 2017), the guidelines for making decisions in this test is accept H1 and reject H0 when the significant value < 0.05 . From the table above, it can be seen that the result of the significant value is 0.000. So, it can be seen that the significant value of is less than 0.05 ($0.000 < 0.05$). Therefore, H1 accepted and H0 rejected. From the calculation above, it can be seen that the students who taught using Learning Together get better score than student who didn't taught using learning together.

According to (Abeti and Beriso 2021), in their research found that cooperative learning can improve students' writing ability. The result of the research found that there was a significant difference between the control and experimental groups in students' writing abilities ($P < 0.05$). Besides, (Saleh et al., 2022) in their research found that the implementation of cooperative learning can improve student writing ability within the t-count was 1.966422631 and t-table was 1.6991. In addition, (Hertiki and Juliati 2019) in their research found that cooperative learning can improve students' writing skills. This is indicated by an increase in student scores from cycle I to II. In cycle I, student scores increased from 62.9 to 74.7. In cycle II, student scores increased from 76.7 to 83.5.

According to (Slavin 2015), cooperative learning divided into three categories, student team learning, supported cooperative learning, and informal learning. The Learning Together is included as supported cooperative learning. Moreover, in this research the researcher used Learning Together and the results of this study showed that the significance value of the independent sample t-test is 0.000. So, the significance value is less than 0.05 ($0.000 < 0.05$). Therefore, H1 accepted and H0 rejected. So, it can be concluded that there is a significant difference in students' writing skills between those who thought using the Learning Together (LT) and those who did not.

CONCLUSION

From the results of the data analysis, it can be concluded Learning Together is effective to teach writing. This is proven by the significant difference in the average scores of the control

class and the experimental class. From the results of the post-test in this study, students in the experimental class obtained an average score of 77.1. Meanwhile, students in the control class obtained an average score of 69.7. It can be concluded that the results of the post-test scores in the experimental class are better than the results of the post-test scores in the control class. Then, to find out whether H_0 is rejected or accepted, a hypothesis test is performed using a paired sample t-test. From the results of the t-test, a significant value of 0.000 was obtained. This means that the significance value is lower than 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that H_0 is rejected and H_1 is accepted. It means there is a significant difference in students' writing skills between those who thought using the Learning Together (LT) and those who did not.

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