EFFECTIVENESS OF COOPERATIVE LEARNING APPROACH (STAD) TOWARDS WRITING SKILL OF THE PUPILS

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Abstract - This study is conducted to investigate the effectiveness of cooperative learning (STAD) in enhancing students' essay writing skills in the learning and facilitating of Malay language. A total of sixty form four students were selected as respondents for this study. The researcher observes a problem that conventional learning and facilitating is still being practiced by the school teachers which contributes to a lack of students' participation in cooperative learning. The data are collected through survey questionnaires and pre and post-tests. The data are then analysed using SPSS version 23 to obtain the percentage score, frequency and mean score. The study has found that cooperative learning produces significant changes in their essay writing skills. The results from the participants' post-test have shown improvement in their test scores. This study also validates that cooperative learning is highly recommended for teachers to gain students' attention and their enhancement in writing essays. The findings from this study have produce good implications to teachers and students in implementing cooperative learning as one of the teaching and learning strategies in classrooms.

Keywords - Cooperative Learning (STAD), Writing Skills

I. INTRODUCTION

Developing a strong, knowledgeable and highly skilled human capital requires a very important effort and educational role. The rapid development of today has resulted in various advancement and development being implemented in our country. Education institutions are also not exempted from the progress and magnitude that has led the government to implement an education transformation program to provide renewal in our nation's educational institutions in line with the advancement of overseas education.In the Malaysian Education Blueprint 2013-2025 (KPM 2013) through the Government Transformation Program (GTP), student-centred learning has been introduced (NurSyazaFarha, Shamsudin and Azhar, 2017). The roles carried out by Ministry of Education Malaysia (MOE) are one of the efforts to ensure the current standard of the country's educational institutions meets the wants and needs of the students.Therefore, one of the learning methods that is in line with the world of education that leads to 21st century learning (PAK21) today is cooperative learning. The selection of cooperative methods by Students Teams Achievements-Divisions (STAD) is due to the active involvement of the students in the group and the strength of the STAD method lies in the attitude of the group members to complete the collaborative and role-playing activities of the group members. This cooperative learning method is one of the recommended methods to be used in the 21st century learning (PAK 21). The PAK 21 is very concerned with student-centred learning and the pupils need to be active and responsive in gaining knowledge. Teachers only act as facilitators or mediators. Cooperative learning is well suited to PAK21 as it requires students to move in groups to discuss the assignment given by the teacher. In addition, cooperative methods emphasize the social interaction of students.The mastery of language skills is one of the most important skills in producing high-skilled human capital. Writing is the last language skill in a series of language mastery, which are listening, speaking and reading. The mastery of writing skills is very important, but without the driving force of the strategy and the skills implementing agency, the pupils cannot master the skills. The role of teachers as a key agent is vital to the success of this effort by using creative strategies and new initiatives. Effective learning and facilitating will have an impact on the mastery of student writing skills in various forms of writing. This study focuses on the effectiveness of the Student Teams Achievements Divisions (STAD) cooperative learning approach towards the mastery of students in writing skills.

II. PROBLEM STATEMENT

The current method of learning and facilitating (PdPc) focuses on teacher-centered methods of conventional methods, causing students to get bored and less interested to engaging in the classroom during the learning and facilitating process. Although PdPc has changed to student-centred, teachers are still using conventional methods of teacher-centred. Most of them are veteran teachers who do not emphasize changes in education. In parallel with the learning of the 21st century, teachers need to be proficient in designing or implementing a more robust strategy to attract students to engage in the process of learning and facilitating in the classroom.Teachers use traditional and elaborative methods in explaining the concepts in the Malay language which cause students to lose interest in the subjects of Malay Language as they lead to the decline in students' academic

achievements. According to Rohaida and Zamri (2015), PdPc for Bahasa Melayu Writing is said to be static and not fun. The success of a student in Malay writing subjects is either satisfying or not, depending on the process of learning and facilitating (PdPc) that occurs in a class (Rohaida and Zamri, 2015).Burton's findings in Nor Hasliza (2012) showed that students can learn more than chalk and talk. The level of understanding and academic achievement improved and it is found that they enjoyed cooperative learning as well as enhancing social and intellectual development. Past studies showed that interaction among students has become a major feature of cooperative learning that enhances students' achievements (Newmann and Thompson, 1987) in Nor Hasliza (2012). However, a study on the use of cooperative learning in Malay Language in writing is not so much of a shift in education in Malaysia.According to Zamri (2012), the study found that success and excellence in a subject would not be a reality if the teacher is still using the traditional methods and does not consider the aspect of thinking skills that is seen to affect the student's achievement. Therefore, the approach that needs to be taken to improve students' academic achievements is by using cooperative learning methods (Mahyin, 2000) in Norliana (2011). Through these methods, students will be more stimulated to produce ideas and can improve the mastery of writing.Students' inability to master writing skills properly will have implications on their language learning especially in essay writing. Students' weakness in writing skills among others is the basic weakness in writing techniques, spelling weaknesses, punctuation, appropriate word selection, sentence structure and weakness in grammatical aspects.

III. LITERATURE REVIEW

The effectiveness of cooperative learning can be seen in studies conducted in Malaysia or abroad to help students in learning various concepts and skills. The effectiveness of using teaching approach in groups was found to improve the students' mastery skills and making the PdPc process more effective. This statement was proven by MohdAsnorhisham and Abdul Rahim (2017), who conducted a study on Group Teaching Approach in the Special Recovery Program of Bahasa Melayu. MohdAsnorhisham and Abdul Rahim stated that majority of respondents agreed that group teaching could improve the students' 3M mastery. This study also showed that the students enjoyed the activities in the PdPc group process, which could increase the motivation of the recovery student. This is in line with Norianti, Boon Pong Ying and Sharifah Fakhriah (2009) as well as Zamri (2014) that this grouping lesson is beneficial to poor students who get help from intelligent students.The study conducted by NurSyazaFarha, Shamsudin Othman and Azhar (2017) found that group-based learning activities that involved active movements really help the students in developing a better understanding A study conducted by NormariniNorzan (2016) on Active Learning Through Malay Language Linus Program," aims to observe the improvement of the students' literacy skills overall performance and encourages active students participation during the process of the learning. According to the findings of the study, she also observes how far does LINUS and Aktif module helps weak students in their Malay language literacy. The studies have found that active learning is relevant and suitable to be applied in Malay Language Literacy LINUS Program. The studies have also shown minimal significant achievement however the difference between students' achievement on active learning have shown a change in attitude and active learning environment.

YantiPurnamasari in her study (2014). The Influence of Cooperative Learning Model Tipe Teams Games Tournament (TGT) on Learning Skills and Improving Reasoning Ability And Mathematical Connections among Participants of SMPN 1 Kota Tasikmalaya. This study is a TGT implementation technique similar to STAD whereby students are placed in a group and Sin Chow Lai (2006), on the STAD Model Cooperative Approach to Form 1 Students to compare traditional teaching or cooperative teaching methods of the STAD model more effectively. This study is in line with Fauziah et al. (2017) on the effectiveness of co-operative learning rather than traditional learning on mastery of jawi skills. This study clearly shows that co-operative learning is effective in improving student achievement as well as increasing the quality of education system in Malaysia.One Sze Ching, ZamriMohamod and HamidahYamat (2013) did a study on Gender Factor, Race, Class Stream and its Relationship with Students' Emotional Intelligence In Learning Malay Language explained that students' emotional intelligence helps teachers to plan and strategise their lesson plans in order to suit the needs of students from different status. This is important to achieve an optimum teaching and learning environment. Zahara Aziz &SuzelaBustam, (2011) in their study on The Effects of Cooperative Leaning Strategy towards Form One Geography Results – Natural Plants and Wilflife Animals. This study was carried on to identify how the cooperative teaching method gives effects towards form one students' performance in learning Geography. Using the Jigsaw and Student Teams Achievement Divisions (STAD) learning technique, the researcher aims to solve the problems of students scoring loew grades in Geography.Writing skills is a skill that is difficult to teach and mastered by students. This statement is admitted by language experts and politicians according to Mahzan (2008). Writing skills needs to be fully utilised in the aspect of teaching in order to produce students who are capable to present their

thoughts and communicate well.Attitude and reaction of a student is unexpected in learning. Hence, based on the perspective of Vygostky, teachers need to play a role as individuals that monitors theis students' development, improvement and achievements.CheZanariah&FadzilahAbd Rahman (2011) in their study on the Execution of Learning and Teaching of Writing Skills in Primary Schools have stated that the execution of learning and teaching writing skills is carried out effectively to improve their mastery of 3M especially writing skills among the targeted students. Abdul Rasid, ShamsudindanNorliza (2011), in their study on the Effectiveness of Short Stories in Enhancing Malay Language Essay Writing among Students, found that there is an improvement in percentage between the controlled group and experimented group in the marking aspect. A comparison in their mean scores for essay contents is made between the experimented group and controlled group. Findings from this study have shown that before using KOMSAS texts for teaching, almost all students use statement sentences. However, the use of KOMSAS text exposes students to different sentence structures.

IV. RESEARCH OBJECTIVES

The purpose of this study is to survey the use of learning strategy specifically essay writing skills among Form Four students. Overall, the research objectives are:

1. Identify the effectiveness of cooperative learning method on students' achievement in essay writing skills
2. Measure the level of students' acceptance towards teaching by using cooperative learning.

V. RESEARCH METHODOLOGY

In this study, the population consists of Form Sour students in a school in district of LarutMatang and Selama, Perak. This study involves two four classes. In this study, the study samples are of 60 Form Four students from two respective classes. They are separated into two groups namely, controlled group and experiment group. Each group consists of 30 students. This study uses experimental research method which are conducting pre and post-tests. Mohd Majid Konting in Nor' Aini (2008). This research method is also known as quasi-experiment whereby the students are the participants. The questionnaire forms are used as a research instrument to obtain information. This research instrument consists of two test papers, pre-test paper and post-test paper. The pre-test is conduct to see the students' achievements in the aspect of essay writing mastery. The post-test is conducted to test the effectiveness of using the cooperative learning method in learning Malay language. In a quasi-experiment study, there are two group samples involved which are the controlled control group and the experimented group, both groups will sit for the pre and post-test. In learning and facilitating sessions, the control group is the group that did not receive any preparations and have been taught using conventional teaching methods. While the experimented group was taught by using cooperative learning methods and post-test was conducted a few weeks after the students underwent the PdPc process using the cooperative method. The set of questions for the questionnaire is used to determine students' mastery of Malay language. In this study, the questionnaire is a closed system as it is easy to be carried out and the Likert scale system is chose to be conducted. This scale involves five options of answers which are options 1-5. Scale 5 represents a positive value while Scale 1 represents a negative value. SPSS Software version 23 is used to analyze the data obtained.

VI. FINDINGS OF THE STUDY

The comparison in the students' achievement grades for pre and post tests are carried out between controlled group and treated group. Before starting out the STAD cooperative learning on the 60 respondents, a pre-test is conducted on the respondents. This test contains one essay question that focuses on Malay language factual writing. This test aims to know the level of students' understanding before the STAD cooperative learning is carried out. This test is conducted to see the students' ability knowledge on essay writing.

Table 1: The Frequency of Students Based on Post-test Scores for Controlled Group and Experimented Group

Grade	Marks	Controlled Group		Experimented Group	
		Frequency	Percentage (%)	Frequency	Percentage
A	80-100	4	13.3	10	33.3
B	66-79	12	40.0	13	43.3
C	51-65	12	40.0	7	23.3
D	36-50	2	6.7	0	0
E	21-35	0	0	0	0
G	0-20	0	0	0	0

After students are given treatment, post-test will be given to test and determine the effectiveness of the study. Grade B achievement is highest for both groups. A total of 13 students or 43.3 percent

obtained grade B for the treatment group after cooperative learning was implemented. A total of 12 pupils attained grade B achievement for the control group. After being given a treatment of grade B achievers increased by nine people. The lowest achievement is grade D which are 2 persons for the control group and there is no student obtaining grade D for the treatment group.For the moderate achievement is grade A. The experimented group obtains ten students or 33.3 percent of them receivig grade A in writing essays compared to the control group of only four. Grade A is the highest in the pre test conducted by 15 students, but the number of grade C achievements has reduced to only seven people. The grade B's achievement level dropped to 13 compared to 15 in pre-test. This is because the grade A has increased dramatically by 10 people.

Table 3: The Difference in Students Writing Performance for Pre-test of Controlled Group and Experimented Group

Group	Performance Mean	t Value
Controlled	3.30	0.08
Experimented	3.27	

N= 30

Significance at level<0.05

Table 3 shows the difference in studets' achievements for pre-test for control groups and experimented groups. For the mean control group of the achievement is 3.30.

For the experimented group is 3.27. Based on the t test, it is found that the significant level is 0.08. This suggests that there is no significant difference in pre-test achievement for control groups and experimented groups.

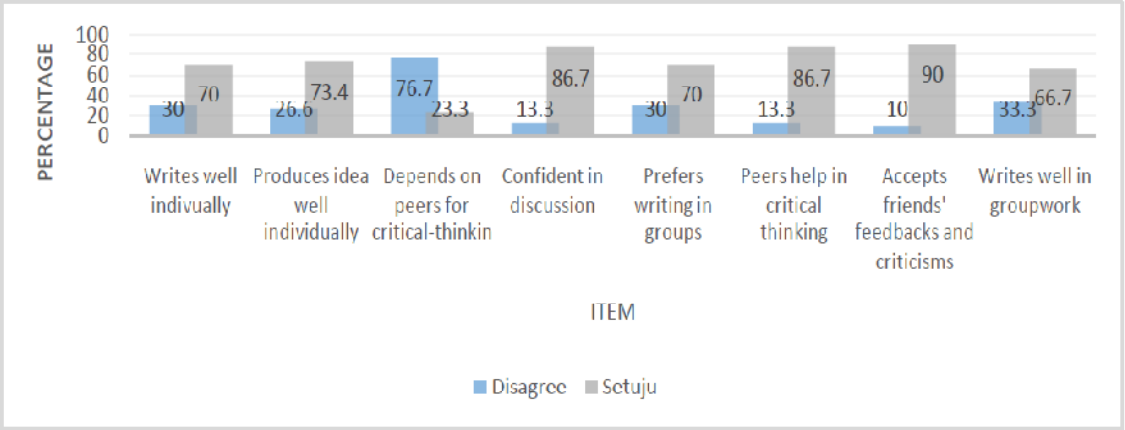


Figure 1: Students' Acceptance towards Coperative Learning in Essay Writing

Based on Figure 1 above, it is clear that cooperative learning encourages and influences writing skills in writing and collaborates with a group of friends. About 86.7 percent agree that students are more confident to write if a group discussion is conducted. The majority of respondents agreed with the statement because they felt the group's discussion helped them to share ideas. Additionally, 70 percent of respondents agree that they prefer to write in groups. This is because they get to know each other new information with a group of friends. Existing knowledge of pupils can also be shared together because everyone has different intelligence.In addition, 86.7 percent of respondents also agreed during group activities, their friends helped them to think more critically. This is because active learning based on cooperative learning will stimulate student social activity and encourage active attitude of students in the PdPc process. The above figure also shows that respondents agree as much as 90 percent when friends reprimand their mistakes while writing essays. Respondents agree because they understand the concept of cooperative learning that emphasizes team spirit and mutual help. On the other hand, 66.7 percent agreed that their writing was better in groups than individuals compared to 33.3 percent disagreed.However, there are still students who agree that they can write well without the help of their partners, as much as 70 percent, and 73.4 percent agree that they can generate ideas without discussions with friends and disagree with the following statements ie disagreeing cannot generate ideas well without discussion with a partner of 76.7 percent. This is likely because they are not interested in sharing ideas and discussing with other friends. In addition, their level of intelligence is limited to sharing ideas especially on current issues and it is likely that they prefer learning alone because to avoid disruption during learning.

CONCLUSION

Cooperative model is one of the learning models that focuses on interaction and teamwork concept among students in a small group during the second phase or transition phase. This approach is an innovation in student-based learning strategy and facilitating. The analysed data have proved that form four student accept and understand the cooperative learning concept.Based on previously discussed findings, it

has been proven that cooperative learning is very effective and increases students overall achievement and interest in cooperative learning especially in essay writing. This helps to improve their proficiency level in writing skills. The findings also show that interest towards writing influences students' achievement in Malay language essay writing. The performance of a student in Malay language essay writing whether average or not depends on the learning and facilitating process that happen in class. Normally the PdPc of Malay language is said to be static and not fun (Zamri, 2012). Hence, STAD cooperative learning method is one of the learning methods are encouraged to be used in PAK 21.

It appears that the use of STAD cooperative learning method helps students in improving their learning and understanding of essay writing for Malay language. It also promotes motivation for the students. In fact, KSSR, KSSM and Dokumen Standard Kurikulumdan Pentaksiran (DKSP) also mention about cooperative and others. The findings from this study also show that the use of cooperative learning method in the PdPc of Malay language is effective and helps students to understand and increases their academic achievements and practice moral values among themselves such teamwork, being helpful towards one another and bridging close social relationship between the students and teacher.

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