

**THE EFFECT OF COOPERATIVE LEARNING: GIVE ONE, TAKE ONE TECHNIQUE
ON STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT OF
THE TENTH GRADE STUDENTS OF MAS AL WASHLIYAH
29 BINJAI IN ACADEMIC YEAR 2021/2022**

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ABSTRAK

Penelitian ini berkaitan dengan desain penelitian eksperimental yang bertujuan untuk mencari pengaruh pembelajaran kooperatif: Teknik *Give One, Take One* terhadap pencapaian menulis teks deskriptif. Sebanyak 52 siswa kelas X MAS Al Washliyah 29 Binjai pada semester ganjiltahun ajaran 2021/2022 diambil sebagai sampel penelitian. Peneliti membuat instrumen; yaitu *pre-test* dan *post-test*. Peneliti memberikan tiga macam judul. Peneliti meminta siswa untuk memilih hanya satu judul yang diberikan. Mereka menulis teks deskriptif yang terdiri dari sekitar 50 kata dalam waktu sekitar 45 menit. Data akhir kemudian dianalisis dengan menggunakan analisis *Paired-Samples T Test* menunjukkan bahwa signifikansi (sig) nilai 2-tailed 0.000000 lebih rendah dari taraf signifikansi (0.05) dan ditentukan bahwa koefisien t_{hitung} adalah 13.901 yang berarti lebih tinggi dari koefisien t_{tabel} (2.05954) dengan taraf signifikansi (α) = 0.025 (2-tailed) dengan derajat kebebasan (df) = 25. Artinya ada pengaruh pembelajaran kooperatif: Teknik *Give One, Take One* terhadap pencapaian menulis teks deskriptif pada siswa kelas X MAS Al Washliyah 29 Binjai pada semester ganjiltahun ajaran 2021/2022. Dengan demikian H_a diterima dan H_0 ditolak.

Kata kunci: Pembelajaran Kooperatif, Teknik Give One Take One, Pencapaian Menulis, Teks Deskriptif

ABSTRACT

The study deals with an experimental research design which seeks for the effect of Cooperative Learning: Give One, Take One technique on students' writing achievement in descriptive text. 52 students at the tenth grade students of MAS Al Washliyah 29 Binjai on the first semester in academic year 2021/2022 were taken as the samples of the study. The writer made instruments; they were pre-test and post-test. The writer provided three kinds of titles. The writer asked the students to choose only one title that was given. They wrote a descriptive text that consisted of approximately 50 words in about 45 minutes. The final data then was analyzed by using *Paired-Samples T Test* analysis shown that the significance (sig) 2-tailed value 0.000000 was lower than the significance level (0.05) and determined that coefficient of $t_{counted}$ was 13.901 signifying higher than the t_{table} coefficient (2.05954) with significance level (α) = 0.025 (2-tailed) with degree of freedom (df) = 25. This means that there is a significant effect of Cooperative Learning: Give One, Take One technique on students' writing achievement in descriptive text of the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022. Therefore, H_a was accepted and H_0 was rejected.

Keywords: Cooperative Learning, Give One Take One Technique, Writing Achievement, Descriptive Text

I. INTRODUCTION

English is one of the languages that is used internationally both as a native language or second language in many countries. It plays an important role for global communication and education areas. Nowadays, English has become compulsory subject to be thought at elementary school, junior high school, senior high school, even at the university. There are four basic skills which must be mastered by students. They are listening, speaking, writing, and reading. All of them are very important for learners. However, learning English is not a simple matter.

In Indonesia, English is used primarily as an object of the study rather than as a mean of communication. Consequently, the Indonesian has less chance to develop their ability of English naturally outside the classroom. In addition, Indonesian language is very different from English whether on grammar, pronunciation, vocabulary, writing system, and so on. All of those differences add the difficulties for Indonesian students to learn English. Therefore, the good and appropriate strategy is needed to overcome the teaching learning English in Indonesia.

As stated in the previous paragraph, one of four skills that students have to master is writing skill. Writing is one of the most familiar skills that we meet in the school on teaching learning process. Brown (2015: 335) says that, "Writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develops naturally." It means that students have to practice more and more to have a good skill in writing.

When the writer was doing the Field Teaching Program (PPLI) at the senior high school some months ago, she found that students were uninterested in writing. Mostly,

they considered that writing is a difficult thing to do. Moreover, there were particular rules that they had to follow in writing that made it more difficult. Students mainly did not accustom to write even in their own language. It means that the lack of students' writing appeared because they did not practice often. It exists in Indonesia, they mostly did some tasks in question-answer task than in writing practice itself. Moreover, the difference of grammar, vocabulary, and writing system between Indonesia and English had to be faced by students in making a good writing. Another reason why students did not feel like to start writing was because they were bored and uninterested with the conventional media and teaching technique.

Dealing with those problems, teacher should be more creative to make students enjoy writing. As stated by Harmer (2016: 261), "One of our (teachers') principal roles in writing tasks will be to motivate the students, to create the right conditions for the generation of ideas, to persuade them to the usefulness of the activity, and to encourage them to make as much effort as possible for maximum benefit." One of the techniques that can be used to motivate students is cooperative learning or so called collaborative learning. Cooperative learning is used to overcome students' problem in finding motivation to do something. By doing collaboratively, students are expected to see something more interesting and enjoyable because they can do it with their friends in their own group. They will be motivated by their friends to catch their personal goal by writing any genres of texts structurally in cooperative ways. Thus, cooperative learning can be expected to practice in writing activity too. One type of cooperative learning methods that can be applied in teaching writing is "Give One, Take One" technique. It is a technique that can

be used for some genres of writing, especially descriptive text.

Finally, based on the reason above, the writer would like to conduct a research about *“The Effect of Cooperative Learning: Give One, Take One Technique on Students’ Writing Achievement in Descriptive Text of the Tenth Grade Students of MAS Al Washliyah 29 Binjai in Academic Year 2021/2022”*.

The problem in this study is formulated as *“Is there any effect of Cooperative Learning: Give One, Take One technique on students’ writing achievement in descriptive text of the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022?”* that the objective of the study is to search for the answer of the problem that has been formulated; therefore, the writer of this research does so. The objective of this study is aimed to obtain the empirical evidence about the significant effect of Cooperative Learning: Give One, Take One technique on students’ writing achievement in descriptive text.

This research has been extensively explored in order to make inputs of ideas and alternative solution in teaching English, especially in writing the descriptive text. So that, the teacher will motivate to carry out the strategy to make the learning activities particularly in writing skill become more effective. Moreover, by using Cooperative Learning: Give One, Take One technique in learning English writing, the students will find out not only this strategy but also other methods to help them develop their writing skill. It will help them become more active and interested in reading, so that it will enhance the result of learning. And the writer wishes that this research can be used as a reference for other researchers. By conducting this research, hopefully the other researchers will be motivated to explore more methods and

strategies in teaching to make other research and make the education quality better.

Based on the indicators above, the writer assumes that teaching writing descriptive texts by using Cooperative Learning: Give One, Take One technique can improve students’ achievement in writing descriptive texts. The hypothesis (H_a) in this research is that there is a significant effect of cooperative learning: Give One, Take One technique on students’ writing achievement in descriptive text of the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022.

II. RESEARCH METHODOLOGY

This study was carried out at MAS Al Washliyah 29 Binjai, Jl. Jenderal Ahmad Yani No. 31, Kelurahan Kartini, Kecamatan Binjai Kota. Because of the parameters of accessibility in collecting the data, this school was chosen. The writer would also like to know how well tenth-grade students can compose descriptive writing. Furthermore, no study on the subject has ever been undertaken at this school. And the time of the research was in November 2021.

True-experimental, quasi-experimental, and pre-experimental are the three types of experimental study designs. In this study, the analysis uses a nonequivalent control group design in a quasi-experimental enquiry. The writer employed two types of samples in this study: a control group and an experimental group. Those classes were not even picked at random. A pre-test and a post-test were given to both groups. The treatment was only provided to the experimental group. Because it was unlikely to reach a control group in actuality, the study adopts a quasi-experimental approach (Sugiyono, 2015: 114).

As Isaac and Michael (2016: 26) stated that the purpose of quasi experimental study was to approximate the condition of the true

experiment in a setting which did not allow the control and or the manipulation of all relevant variables. It meant that in this design it was not possible to control all the relevant variables but only some of them. In quasi-experimental especially nonequivalent control group design, there was one group as the experimental group and one group as the control group. The experimental group received certain treatment (Cooperative Learning: Give One, Take One technique) meanwhile the control group did not.

Table 1. Design of the Experiment

Group	Pre-test	Treatment	Post-test
Experimental	T_1	X	T_2
Control	T_1	-	T_2

The design procedure could be explained as follows:

1. Select subjects from a population by non random methods.
2. Assign subjects to groups and the treatment (X) or non-treatment (-), to groups by non random methods.
3. Pretest the groups on the dependent variable (T_1), finding the mean pretest score for both experimental and control groups.
4. Keep all conditions the same for both groups, except for exposing only the experimental group to X, the experimental treatment (independent variable) for a specified period of time.
5. Test the groups on T_2 , the dependent variable and find the mean posttest score for both groups.
6. Find the difference between the T_1 and T_2 means for each group separately ($T_1 - T_2$).
7. Compare these differences to determine whether the application of X is associated with a change favoring the experimental

group over the control group (which was not exposed to X).

8. Apply an appropriate statistical test to determine whether the difference in the scores is significant—that is, if the difference is large enough to reject the null hypothesis that the difference is simply a chance occurrence.

Population of this research was the students at the first semester of the tenth-grade of MAS Al Washliyah 29 Binjai in academic year 2021/2022. The population of this research consisted of 148 students including six classes. Here is the table of the students' number in detail:

Table 2. The Situation of the Tenth-Grade Students at MAS Al Washliyah 29 Binjai in academic year 2021/2022

No.	Class	Male	Female	Total
1.	X-A	15	13	28
2.	X-B	14	12	26
3.	X-C	9	12	21
4.	X-D	14	12	26
5.	X-E	13	11	24
6.	X-F	15	8	23
T O T A L				148

Source: adapted from the primary data

The samples of the research were two classes, one class as the experimental class i.e. X-B and another one as the control class i.e. X-D. In getting the sample from population, the writer used cluster random sampling. Fraenkel and Wallen (2017: 95) said that the selection of groups, or cluster, of subjects rather than individuals was known as cluster random sampling. The table below shows the distribution of treatment in the research:

Table 3. Distribution of the Treatment

Group	Class	Treatment	Number of Students
Experimental	X-B	Cooperative Learning: Give One, Take One technique	26
Control	X-D	Small Group Discussion	26
TOTAL			52

The writer made instruments; they were pre-test and post-test. The writer provided three kinds of titles. The writer asked the students to choose only one title that was given. They wrote a descriptive text that consisted of approximately 50 words in about 45 minutes. It was concluded that the average of words and time allocation to write text about 50 words and 60 minutes for time allocation. The writer assumed that the tenth grade including high level category. Based on the syllabus, the learning teaching process was within 1 hour lesson for high school.

Table 4. Writing Test Instruments

Instrument	Topic
Pretest	1. My house
	2. My lovely pet
	3. My favorite food
Posttest	1. My bedroom
	2. My family
	3. My favorite destination

- **Normality Test**

Normality testing is a test to measure whether the data has normal distribution or not. Normal distribution is a symmetrical, bell-shaped distribution of data that has specific properties and is used as a reference point for comparing the shapes of data distribution. A

test is called normal if the result indicates that few numbers of participants are at the right and left tails and most of participants are in the middle. It shows the symmetrical and one cluster of the data in the middle. To investigate the normality testing, the writer used *Kolmogorov-Smirnov* test by using SPSS 28.0 program. The basis for interpreting decision in this test was through these statements:

If the significance value (sig) > 0.05, so the data was in normal distribution.

But if the significance value (sig) < 0.05, so the data was not in normal distribution.

- **Homogeneity Test**

Homogeneity testing is used to investigate whether the data which has been obtained is homogeneous or not. The homogeneity testing is obtained from pre-test and post-test result. If the results of both tests are similar, the data can be called as homogeneous. Based on the SPSS 28.0 program, the data was called as homogeneous or not through the statements of interpreting decision below:

If the significance value (sig) at “Based on Mean” column > 0.05, so the data variance was homogeneous.

But if the significance value (sig) at “Based on Mean” column < 0.05, so the data variance was not homogeneous.

- **The Technique of Data Analysis**

Method of data analysis is a way to analyze the obtained data. The analysis was used to find the significant difference of students' writing achievement in descriptive text of the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022 before and after being taught by using cooperative learning: Give One, Take One technique. The data was in the form of scores and processed statistically by using SPSS 28.0 program. To prove the alternative

hypothesis (H_a) was accepted or rejected, the writer used the *Paired-Samples T Test* analysis on the program. The data analysis drawn as follow:

1. Formulating the hypothesis, the hypotheses were in the form of alternative hypothesis (H_a) and null hypothesis (H_0).
2. Determining the value of $t_{counted}$ where it could be seen on the output of SPSS 28.0 program analysis.
3. Determining the value of t_{table} where it could be seen through consulting the significance level $0.05 : 2 = 0.025$ (2-tailed test) with the degree of freedom (df) = $N-1$.
4. Determining the significance value (sig) based on the output of SPSS 28.0 program analysis, where in this case the significance value should be less than 5% of significance level (<0.05).

- Statistical Hypothesis

From the later calculation of *Paired-Samples T Test* analysis on SPSS 28.0 program, it would be got that coefficient of $t_{counted}$ had to be whether higher or lower than the t_{table} coefficient with significance level (α) = 0.025 (2-tailed) and particular number of degree of freedom (df) = $N-1$. This information would indicate:

H_a was accepted and H_0 was declined, if $t_{counted} > t_{table}$ coefficient, or

H_a was declined and H_0 was accepted, if $t_{counted} < t_{table}$ coefficient.

And from the determination of the significance value (sig) based on the output of SPSS 28.0 program analysis,

H_a was accepted and H_0 was declined, if sig. value (2-tailed) < 0.05 , or

H_a was declined and H_0 was accepted, if sig. value (2-tailed) > 0.05 .

III. RESULTS AND DISCUSSIONS

The data of the study conducted in two groups but with similar tests; the data of the students' writing achievement in descriptive text of the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022, as described in the preceding chapter. Both types of information could be obtained by administering a linked test to the pupils. The writer assigned scores to each exam after collecting and analyzing the responses of the students during the writing test.

From the data, it was obtained that the scores of students' pretest and posttest in the testing of writing achievement in descriptive text for experimental group that was taught by applying the cooperative learning: Give One, Take One technique were different. The means core of students in the pretest was 64.31 with the lowest score = 38 and the highest score = 88. Meanwhile, the means core of students in the posttest was 76.50 with the lowest core = 50 and the highest score = 95. Then it could be seen that the scores of students' pretest and posttest in the testing of writing achievement in descriptive text for control group that was taught conventionally through a small group discussion were different. The mean score of students in the pretest was 56.81 with the lowest score = 30 and the highest score = 80. Mean while, theme an score of students in the posttest was 70.31 with the lowe stscore = 50 and the highest score = 90.

The normality study of data distribution was achieved using Kolmogorov-Smirnov analysis based on the case processing summary using the SPSS 28.0 program. The outcome is shown in the table below.

Table 5. Tests of Normality

Kolmogorov-Smirnov		
Groups		Sig.
Student's Scores	Posttest - Experimental	0.200
	Posttest - Control	0.200

The significance value on posttest in the experimental group was $0.200 > 0.05$, whereas the significance value on posttest in the control group was $0.200 > 0.05$, based on the tests of normality using Kolmogorov-Smirnov analysis. It was found that the data was in normal distribution because both values were greater than the level of significance (0.05).

The homogeneity analysis of data variance was generated based on the case processing summary using the SPSS 28.0 program, and the results are shown in the table below.

Table 6. Test of Homogeneity of Variance

Category		Sig.
Student's Scores	Based on Mean	0.689
	Based on Median	0.681
	Based on Median and with adjusted <i>df</i>	0.681
	Based on trimmed mean	0.689

The significance value in the "Based on Mean" column was $0.689 > 0.05$, based on the test of homogeneity of variance mentioned above. It was found that the data variance was homogeneous because the value was greater than the level of significance (0.05).

The influence of cooperative learning: Give One, Take One strategy on students' writing achievement in descriptive text of tenth-grade students at MAS Al Washliyah 29 Binjai in academic year 2021/2022 was investigated using the *Paired-Samples T Test analysis* using the SPSS 28.0 program. The

experimental group's analytical results were shown in the tables below.

Table 7. Paired Samples Test

	t	df	Sig. (2-tailed)
Posttest - Pretest	13.901	25	0.000000

From the *Paired-Samples T Test* analysis above, it was got that the significance (sig) 2-tailed value was 0.000000, then to find out the effect of variable X on Y, the value was compared whether it would be higher or lower than the significance level (0.05). That it was obtained $0.000000 < 0.05$ therefore H_a was accepted and H_0 was rejected. Additionally, the *Paired-Samples T Test* analysis above determined that coefficient of $t_{counted}$ was 13.901 signifying higher than the t_{table} coefficient (2.05954) with significance level (α) = 0.025 (2-tailed) with degree of freedom (*df*) = 25, which it shown that H_a was accepted and H_0 was rejected. On that account, this information indicated the hypothesis of the study was accepted that there is a significant effect of Cooperative Learning: Give One, Take One technique on students' writing achievement in descriptive text of the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022.

IV. CONCLUSION

From the result of this study, the writer concluded that there is a significant effect of Cooperative Learning: Give One, Take One technique on students' writing achievement in descriptive text of the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022. Prior to that, the writer had worked on the prerequisite test analysis; the normality and homogeneity tests. From the tests of normality through *Kolmogorov-Smirnov* analysis, this could be obtained that the data

was in normal distribution for that both significance values were higher than the level of significance (0.05); the significance value on posttest in the experimental group was $0.200 > 0.05$, and the significance value on posttest in the control group was $0.200 > 0.05$. Also, from the test of homogeneity of variance, it was acquired that the data variance was homogeneous because the significance value at "Based on Mean" column was 0.689 was higher than the level of significance (0.05).

On top of that, the *Paired-Samples T Test* analysis shown that the significance (sig) 2-tailed value 0.000000 was lower than the significance level (0.05) and determined that coefficient of $t_{counted}$ was 13.901 signifying higher than the t_{table} coefficient (2.05954) with significance level (α) = 0.025 (2-tailed) with degree of freedom (df) = 25, which those results shown that H_a was accepted and H_0 was declined.

From the conclusion stated above, the writer would like to offer suggestions dealing with the result of this study. The suggestions are:

- a. Comprehending descriptive texts through cooperative learning: The Give One, Take One strategy plays a significant role in developing language abilities; as a result, students should broaden their writing interests by reading additional textbooks, magazines, and other materials.
- b. Students were also required to do extra writing projects, particularly descriptive texts, in order to improve their capacity to interpret texts while mastering writing techniques and to motivate them to broaden their learning perspectives.
- c. Other researchers interested in detecting comparable challenges in teaching English, but in a different place of study, particularly the students' capacity to write

descriptive writings, will find some useful insights.

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