

THE EFFECTIVENESS OF COOPERATIVE LEARNING MODEL CONCEPT MAPPING IN LEARNING WRITING SKILL IN GERMAN LANGUAGE

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ABSTRACT

The title of the research is the Effectiveness of Cooperative Learning Model “Concept Mapping in writing skill learning in German language. The research aimed to describe whether or not there were significant differences between the experimental class and the control class in writing skill learning. The method used in the research was inferential method with T test. The results of the research were obtained as follows, namely tcount of the experimental class = 8.87 while ttable = 2.110, so tcount > t table (8.87 > 2.110). Thus, H1 was accepted because of stating that the Mapping Concept learning model was effective to improve the students’ writing skill of Department of German Education. While, H0 was rejected because of declaring that the Mapping Concept learning model was not effective or just the same as the conventional learning model for the students’ writing skill of Department of German Education. Therefore, it can be concluded that because H1 was accepted, the research on the Concept Mapping learning model was successful in improving the students’ writing skill of the Department of German Education, State University of Makassar.

Keyword: Research, Concept Mapping, Writing Skill

BACKGROUND

Language skills cover four aspects of skills namely, listening, speaking, reading, and writing. Those aspects are interrelated among others. Listening and reading skill are called receptive skills, while speaking and writing skill are named productive skills. Language skills can be found in each language.

The writing skill learning of the German language aims at training or familiarizing the students to write. Through the continuous training and familiarization, the students are able to write the German language correctly.

The learning employing Cooperative Learning Model ‘Concept Mapping Type’ gave influence on writing skill of the German language. Furthermore, the research was proved by the writer based on the obtained data

The objective of the research was to obtain the data and the information about whether or not there was a significant difference between the experimental class

and non-experimental class towards the learning of the language writing skill.

RESEARCH METHOD

This experimental research explored the effectiveness of the concept mapping type learning on the writing skill learning of the German language. In this research, there were two classes involved as the experimental class and the control class.

The research data were obtained through pre-tests and post-tests and the observation through the effectiveness of teaching technique of the concept mapping type of German writing skill for the students of Department of Education Foreign Language / German, Faculty of Languages and Literature, State University of Makassar.

The technique of data analysis used was inferential analysis technique and requirement test of its analysis. The data analysis with inferential statistic was in line with the hypothesis of the research.

LITERATURE REVIEW

A. Writing Skill

Writing skill is an activity constructing sentences correctly in accordance with the rules of grammar. Besides, it also needs to understand and to reflect the writings which can be understood by the reader. Heaton explained that writing skill was very complex and sometimes was difficult to teach; the mastery does not only require grammar and rhetoric, but conceptual and operational elements also. The analysis attempts to classify the varied skills requiring process to write well. Generally, there are five concepts covering (1) the language use, (2) mechanism, (3) content, (4) diction, and (5) organization (1988: 135).

Saddhono stated that writing skill was the complexity of writing/ composing to arrange good framework covering (1) grammar ability, (2) filling the content, (3) stylistics skill, (4) mechanism skills, and (5) decision-making skills. Regarding the complexity of activity undertaken in writing skill, then it must be learned or acquired through learning process and practicing in earnest.

Based on some opinions above, it can be concluded that writing skill is the ability to convey thoughts in written language through a series of sentences as a whole, complete, and clear, so that the ideas can be communicated well to readers.

1. Writing Process

Smalle stated that writing process shows the way writer to complete writing tasks actually. All writers follow a general phase called prewriting, drafting, and revising. (1) Prewriting, the writers take the time to think about the topics and ideas emerged. In this case, they take the time to determine the focus and to plan the parts of writing. (2) Drafting is actual writing of paragraphs and essays. If someone has evened the material and created a rough

plan, then they have mapped. The first draft of the article focused on the acquisition of the meaning of the writing. In this phase, rectification of structure may be ignored. The length of an article keeps making several phases; and (3) Revising, the first draft of writing part is an opportunity to start in reality. If the draft has been ready, then writing can begin. Writer understands that article needs to revise. Therefore, writer needs to take the time to revise his/her writing (2007: 2).

In line with the opinions above, Hammer accounts the process of writing. A writer follows a rule to produce a final writing. The process of writing can be streamlined on the content of writing. This process has four main elements: planning, drafting, editing, and final version. (1) Planning, an experienced writer plans writing that he/she will produce. Before a writer starts writing, he/she tries to make a plan of writing. (2) Drafting, he/she can show the first version of display of writing like a draft. Firstly, a text is often done under the assumption that it will be revised. Secondly, writing is processed in the form of editing; the draft can be produced as writing. (3) Editing, writer has produced a draft. Writers usually read theirs to identify a writing that can be continued and needs to be revised. Reflecting and revising, writers are often assisted by other readers (editor) in general. (4) Final version, writers have edited their draft, and make changes and then the writers produce the final writing (2004: 4).

Based on the writing process, it can be concluded that the writing process consists of several steps, namely pre writing, drafting, writing, revising and writing the result of the revision.

2. Assessment Component of Writing Skill

Alderson stated that component assessment of writing skill covers five components. These five components: (1)

content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanism (2002: 116).

According to Nurgiantoro, assessment component of writing skill is the assessment component covering five elements: (1) content of idea, (2) organization of content, (3) grammar, (4) style: the selection of structure and vocabulary, and (5) spelling and grammar (2010: 440-444).

In line with the opinions above, Brown explores assessment components of writing skill including five components: (1) content, (2) organization, (3) vocabulary, (4) syntax, and, (5) mechanism (2004: 246).

Based on some opinions mentioned above about assessment component of writing skill, it can be concluded that assessment covers five components: (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanism. The components of writing skill were stated by Alderson. Furthermore, those components have become the guidelines and have been used as indicator to measure writing skill of the German language in the research.

B. Cooperative Learning

Cooperative learning is the efforts of educators to help students in teaching and learning activities. The objective of learning is to realize the efficiency and the effectiveness of learning activities undertaken by students. Cooperative learning is a learning activity with a number of students as members of a small group of different ability levels. Each student member of the group must work together and help among others to understand the subject matter. In cooperative learning, learning is said to be unfinished if one of members in a group has not understood learning material (Isjoni, 2010; 12).

Cooperative learning refers to a wide variety of teaching methods in which students work in small groups to help

among others in learning the subject matter. In cooperative classes, students are expected to help among others, to discuss, and to argue, to hone their knowledge and to stop the gap the understanding of each (Slavin, 2010: 4).

1) Cooperative Learning of Concept Mapping Type

Concept Mapping is illustration of concrete lines indicating how a single concept is linked to other concepts in the same category (Martin in Trianto, 2011: 158). Concept Mapping is a dynamic way to capture the main points of significant information. They use global or general format, which allows information addressed in a similar way as our brain functioning in various directions simultaneously (www.peta concept, on 12 -3 - 2013).

2) Steps in Making Concept Mapping

According to (Arends in Trianto: 160), the steps in making Concept Mapping are as follows:

- a. Identifying the main idea or principle covering a number of concepts.
Example: family
- b. Identifying the secondary ideas or concepts supporting the main ideas.
Examples: big family and main family
- c. Placing the main ideas in the middle or at the top of map.
- d. Categorizing the secondary ideas surround the main idea that visually shows the relationship of those ideas with the main idea.

DISCUSSION

In this research, the teaching and learning process was conducted for 3 meetings in which the two classes were taught by using different methods. In the experimental class, the students were taught through Concept Mapping learning model for writing skill while in the control

class, the students were taught through conventional learning model (without Concept Mapping). After teaching and learning process in each meeting, the students were given the tasks in writing. From the analysis above, then it was followed by t-test to see the final results of the research in which each class used the same formula. The result was tcount of the experimental class = -8.87 while ttable = 2.110, so tcount > ttable (8.87 > 2.110). In the research, H1 was **accepted** because the Concept Mapping learning model was effective to improve the students' writing skill in producing simple essay of Department of German Education, State University of Makassar. H0 was **rejected** because the Concept Mapping learning model was ineffective to improve the students' writing skill of Department of German Education. Thus, it can be concluded that the research was successful.

With such result, the Concept Mapping learning model is an alternative in solving the difficulty to improve the students' writing skill of German language.

CONCLUSION

Based on the discussion above, it can be stated that the Concept Mapping learning model was effective in improving the students' writing skill of Department of German Education, State University of Makassar. Therefore, H1 was declared to be accepted. On the contrary, H0 was rejected because it claimed that the Concept Mapping learning model was ineffective to improve the students' writing skill of Department of German Education, State University of Makassar. Thus, it can be concluded that because H1 was accepted, the research on the Concept Mapping learning model was effective in improving the students' skill in writing essay of the Department of German Education, State University of Makassar.

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