WRITING AN ANALYTICAL EXPOSITION TEXT THROUGH COOPERATIVE SCRIPT STRATEGY

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Abstract: The purposes of this study was to find out and analyze empirically the effects of cooperative script strategy in enhancing the students' ability in writing analytical exposition text to the eleventh grade students of SMK N 3 OKU who were taught by using cooperative strategy. The study used experimental design with one group pre-test and post-test. The population of the study were 368 students, there were 12 classes with the 35 sample students, the sample took by using cluster random sampling technique. The data collection method used written test in pre-test and post-test. To analyze the test the researcher used t-test in SPSS 21. First, the writers gave pre-test to the students. The second, the writers taught writing by using cooperative script strategy and the third, they gave post-test to the students to know effectiveness of the strategy which was used. The mean of the pre-test was good (65,20). Meanwhile, the mean of post-test was very good (85,31). It could be seen from the result analysis using paired sample t test that output was 0.000 lower than 0,05. From the score, it can be concluded that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Based on the result finding from this study, the cooperative script strategy was significantly effective to teach writing an analytical exposition text and the writers recommends the teacher use cooperative script strategy in teaching process and also for the students to apply cooperative script strategy to help the students to conveying their idea and improving their writing ability.

Keywords: Analytical Exposition Text, Cooperative Script Strategy, Writing.

INTRODUCTION

In teaching English there are four skills which are introduced for the students such as listening, speaking, reading, and writing. Writing is one of the skills that will be learned in the school. According to Harmer (2007, p.112) writing gives them more 'thinking time' then they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is thinking about the language – whether they are involved in study or activation. According to Novarita (2019) said that one of the Indonesian students' problem in mastering English is that their mother tongue rules still influence them in using it. Writing is one of a way of people to communicate to each other for expressing their thinking and feeling. Writing needs

hard effort to manage the ideas which are from the writer's mind and pour it into written form effectively so it will be readable.

Based on preliminary research at SMK N 3 OKU with English teacher, the writers had interviewed Mrs. Dian Prilianti, S.Pd, as an English teacher about the result of teaching writing. She said, the students still have difficulties in understanding writing. How to begin writing and don`t know how to choose which words they will use in their writing. In addition the student's difficulty in writing a text because the lack of the knowledge, less confidence in writing and the students feel confused in deliver their ideas into written language. It is support by students writing scores in mid test which are from 50 to 65, meanwhile the KKM score is 70, it is mean the students get the score under of KKM Score. According to Harmer (2007, P. 113) many students either think or say that they cannot, or do not want to write.

Based on the syllabus of 2013 curriculum there are several kinds of the text that are learned by eleventh grade of vocational high school in writing task. One of the text is analytical exposition. According to Damayanti et.al (2013, p. 34) analytical exposition is one of argumentative essay. In other hand, Cahyono and Purnama (2009, p. 1) cited in Silfia, Ansyar and Zaim (2013, p. 105) explain that an analytical exposition presents the argument in such a way that it sounds like the writer is an authority on the subject and so it does not use first pronoun (e.g. I, we or us) extravagant or clichés. According to Budiman (2014, p.29) Analytical exposition is a text which contains detailed thoughts of the author about a phenomenon that is around it. The analytical exposition text is shown to convince the reader that the topic presented is an important topic to discuss or get attention by giving opinions that support the main topic or main idea. Teaching analytical exposition text is not always simple as most of people think. In writing analytical exposition text students are expected to write their written product grammatically, express their ideas and make conclusion as the steps to develop rhetorical devices in the written form. To make the students motivated and enjoyable to learn, the teacher should apply several joyful teaching strategies in the classroom. One of the strategies is cooperative script strategy. In this strategy, the students will make an analytical exposition text and take turns reading the text in the front of the class. According to Lambiotte, dkk.(1988) cited in Huda (2014, p. 213), cooperative script is one of the learning strategies where the students work in in pairs and take turns verbally in summarizing the parts of the material being studied. In a cooperative script strategy students are trained to work together with each other in fun situations. In teaching writing an analytical exposition text trough applies cooperative script strategy the teacher can use some media in the teaching process such as newspaper, article, video, etc. Based on the explanation above, the researcher is attempting to find out how effective teaching writing an analytical exposition text through cooperative script strategy to eleventh grade students of Smk Negeri 3 OKU.

Concept of Teaching

Teaching is an activity of someone how to show or help the learner to learn how to do something, giving instruction, guiding in the study of something, therefore the learner can understand well what the teacher mean. According to Brown (2000, p. 7) teaching is guiding and facilitating learning enabling the learner to learn, setting the conditions for learning. Meanwhile According to Rusman, Kurniawan and Riyana (2013, p. 17) teaching can be interpreted as the interaction between students and teacher. Teaching is an activity or a activity in creating a conducive situation and condition for the student learning.

Concept of Writing

According to Dalman (2015, p. 3) writing is communication activity in the form of delivering messages (information) in writing to other parties using written languages as a media tool. Meanwhile according to Raimes (1983, p. 76) cited in Wardani, Basri, and Waris (2014, p. 2) states "writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as letter, message, or invitation for communication". In addition, Harmer (2007, p. 113) explains that the writing process has four main elements. The first process is planning. In the planning process, the writers have to think about three main issues: the purpose of their writing, the audience and the content structure of the piece. The second process is drafting which is the first version of a piece of writing. The third element is editing (reflecting and revising.) The writer reads through what they have written to see where it works and where it doesn't or this often helped by the other readers who comment and make suggestions. The last element is the final draft. Once the writer has edited their draft, they make the changes they consider to be necessary and then they produce their final version.

Concept of Analytical Exposition Text

a. Definition of Analytical Exposition Text

According to Damayanti et.al (2013, p. 34) analytical exposition is one of argumentative essay. The purpose is to analyze a topic and to persuade the readers that the thesis/opinion is correct by developing an argument support it. Meanwhile according to Wahyuni, Tanjung, and Ernati (2014, p. 6), argumentative is a form of discourse that function to persuade the reader to agree, to believe or to take a course of action. In other words argumentative is used to prove a statement of position. Meanwhile according to Wahidi (2010, p. 10) cited in Silfia, Ansyar and Zaim (2013, p. 105) analytical exposition is a text that elaborated the writers idea about the phenomenon surrounding us to convince the reader that something is the case. In other hand

b. The Social Function of Analytical Exposition Text

According to Budiman (2014, p. 30) the social function of analytical exposition text is to persuade the readers or listener that there is a case to pay attention. In other words, the social function of analytical exposition text is to persuade the reader that

the idea is important matter and to persuade the readers by providing some logical arguments.

c. The Generic Structure of Analytical Exposition Text

According to Budiman (2014, p, 30) there are three generic structure in analytical exposition text, there are thesis, argument and reiteration.

a. Thesis

The first part of generic structure of the analytical text is the writer introduces the topic (main idea) to be discussed. The thesis always in the first paragraph.

b. Argument

The second part of generic structure of analytical exposition text is the writer presenting arguments and opinions that support the writer`s main idea, usually the arguments more than two arguments. There more arguments put forward, the reader increasingly believes that the topics discussed by the writer are very important topics or need attention.

c. Reiteration

The last part of the generic structure of analytical exposition is reiteration. Reiteration is the closing part of an analytical exposition text which is always at the end of the paragraph. Reiteration contains rewriting or replacing the main idea that contained in the first paragraph. Reiteration also called the conclusion.

d. The Language Features of Analytical Exposition Text

According to Budiman(2014, p, 30) there are language feature like following:

1) Using general nouns; in write the analytical exposition the writer use general nouns, for example: cars, pollution, hand phone, smoke, etc.

2) Abstract nouns; abstract noun are words that name of things that are not concrete, for example: government, development, cognition, policy, etc.

3) Technical terms; a word that has a specific meaning within a specific field of expertise, such as the name of animal species, etc.

4) Action/thinking/relating verb; the words that use in this part such as do (action verb), I think (thinking) and between (relating verb)

5) Modal verb; modal verb is the types of verb used to indicate modalities, capabilities permits, request, suggestions, obligations, etc. For example: can, must, should, etc.

6) Evaluative word; for example, words with positive evaluate meaning include: important, significant, necessary, impressive. Word with negative evaluative meaning include: inconclusive, questionable, insignificant and weak.

7) Using simple present; a form of verb to express facts, habits, or event that occur at this time. For example: she likes eating out.

8) Using relational process; relational process is one type of process that is used to express a verb that can describe the participant`s conditions. For example: study hard, effected, etc.

9) Using internal conjunction; the conjunctions that explain the steps in an argument or text (exposition); or all connecting words in a rhetorical sentence. For example: and, or, moreover(additive), equally, likewise(temporal) and at the

same time, meanwhile(temporal).

10) Using casual conjunction; a conjunction that functions to explain the reason and why, for the example: although, in order, in case, as a result, in this way, because of, etc.

Concept of Cooperative Script Strategy

According to Lambiotte, dkk. (1988) cited in Huda (2014, p. 213), cooperative script is one of the learning strategies where the students work in in pairs and take turns verbally in summarizing the parts of the material being studied. In a cooperative script strategy students are trained to work together with each other in an interesting atmosphere. This strategy is intended to help the students think systematically and concentrate on the subject matter. In this strategy the students are trained to work together with each other in a pleasure situation. Meanwhile, according to Komala (2010, p. 63) cited in Zainudin (2017, p. 43) argues that "cooperative script is a learning strategy in which the students work in pairs, and orally alternately summarize the parts of the material being studied".

a. The Advantages and Disadvantages of the Cooperative Script Strategy
1. The Advantages of the Cooperative Script Strategy

According to Huda (2014, p. 214) cooperative script learning strategy have several advantages there are follows:

- Can fostering the main ideas or news ideas, critical thinking, and developing a boldness in conveying new things that are believed to be true.
- Teach the students to believe to the teacher and more believe of their own abilities, to think about seeking information from the other source, and learning with the other students.
- Encourage the students to practice solve the problem with express their ideas verbally and compare the their ideas with the other students.
- Help the students learn to respect the smart students and the less intelligent students and accept the differences.
- Motivated the less intelligent students to be able to express their ideas.
- Make it easier for the students to discuss and carry out social interactions.
- Improving the students creative thinking ability.

2. The Disadvantages of the Cooperative Strategy

According to Huda (2014, p. 215) there are several disadvantages of the cooperative strategy as follows:

- The fear of some students to express their ideas because they will be valued by friends in their group.
- The unable the students to apply this strategy, so that a lot of time will be consume to explain this learning model.
- The teacher must report each student performs and each student task to calculate

the results of the group presentation, and this is not a brief task.
- Difficulty forming solid groups and working together well.
- Difficulty assessing students as individuals because they are in a group

The Concept of Teaching Writing an Analytical Exposition Text through

Cooperative Script Strategy

According to Huda (2014, p. 213) explains that the stages of implementing the cooperative script strategy are as follows:

1. The teacher divides the students into groups of pairs.
2. The teacher distributes the discourse / material of each student to read and summarize.
3. The teacher and the students determine who first take role as the speaker and who acts as a listener.
4. The speaker reads the summary as completely as possible with entered the main idea in their summary. During the reading process, the other students must listen or show the main ideas that are incomplete and help remind and memorize the main ideas that relate to the previous material or the other material.
5. The students exchange roles as the speaker as exchanged as listeners and conversely.
6. The teacher and the students do the activities as above.
7. The teacher and the students make conclusion of the material.
8. Closing.

Research Methodology

In conducting this study, the writers used experimental research. An experimental research is an traditional approach to conducting quantitative research (Creswell, 2012, p. 294). In this study, the researcher choicepre-experimental design. A pre-experimental design has one group pretest and post test. So, it only need one group to do pretest and post test. Then, according to Arikunto (2010, p. 173) population is the subject of research. It is group of interest to the researcher, the group of whom the writers would like to generalize the result of a study. The population of this study was all students at the eleventh grade of SMK N 3 OKU in academic 2018/2019 with the total number of the students were 368 students there were 12 classes. So, the writers took one class as the sample. Sample is " a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. For this study the writers takes cluster random sampling. According to Arikunto (2010, p. 185) cluster random sampling is called rather than strata. In cluster random sampling, the researcher selects the samples randomly of the groups to be samples. Next, in collecting data in this study, writers used written test. According to Brown, (2004, p. 3) test is a method of measuring a person's ability, knowledge or performance in a given domain. As an instrument for

collecting the data there are two kinds of test was used. They were pre- test and post-test. Pre-test was given before treatment, and then at the end of the experiment, post-test was given in order to know the students' improvement in written test.

Validity and Reliability of the test

According to Cohen (2007, p. 133) validity is an important key for the effective research. A test in this study is measured by looking to the syllabus. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative/naturalistic research. In other words, a measuring tool is said to be valid if it provide the true data that indicated the intended ability we wish to assess. Then, the writers used Descriptive Statistic of Kappa to analyze the test, the writers used SPSS 21. To know whether the test item where reliable or not. The reliability of the test was shown in this table below:

Table 7

Reliability of the Test

	Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Measure of Agreement Kappa	.753	.084	11.197	.000
N of Valid Cases	33			

Symmetric Measures

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the table above, the researcher got the reliability value of the test. The reliability was 0,753. For the study purposes, a useful rule thumb is that reliability should be at least 0,70 and preferably higher. The reliability was higher than 0,70 so the test in this study was reliable.

FINDINGS

1. **The Results of Students Pre-Test Score**

   Before giving the treatment, the researcher gave pre-test to measure students' ability. Pre-test was a test which gotten to measure basic ability although they would not get the treatment at all. The pre-test was conducted on July, 29th 2019. The distribution of the students score in pre-test could be seen in table below:

   Table 10

   Distribution of Students Score in Pre-test

Score	Grading	Criteria	Frequency	Percentage
80 – 100	A	Very Good	2	5.71%
66–79	B	Good	21	60.00%
56–65	C	Fair	4	11.43%
46–55	D	Poor	2	5.71%
≤ 45	E	Very Poor	6	17.14%
Total			35	100%

   Based on table, there were 2 students (5.71%) got very good score. There were 21 students (60.00%) got good score, there were 4 students (11.43%) got fair score, there was 2 student (5.71%) got poor score and there were 6 students (17.14%) got very poor.

2. **The Result of Students' Post-test Score**

   After giving the treatment, the researcher gave a post-test to measure student's ability. The post-test was conducted on August, 6th 2019. The distribution of the students score in post-test could be seen in table below:

   Table 14

   Distribution of Students Score in Post-test

Score	Grading	Criteria	Frequency	Percentage
80 – 100	A	Very Good	31	88.57%
66–79	B	Good	4	11.43%
56–65	C	Fair	0	0.00%
46–55	D	Poor	0	0.00%
≤ 45	E	Very Poor	0	0.00%
Total			35	100%

Based on table, there were 31 students (88.57%) got very good score. There were 4 students (11.43%) got good score. There was no student (0.00%) got fair score. There was no student (0.00%) got poor score, and there was no students (0.00%) got very poor score.

4. Matched T-Test

After getting score for pre-test and post-test, the researcher begun to analyzed the data by using matched t-test to get result of the investigation. In order to know the significant the treatment effects, the writers used Paired Sample T-test by using SPSS version 21 to analyze the pre-test and post-test score. There were two hypotheses as the conclusion of this analysis steps, they were Alternative Hypothesis (Ha) and Null Hypothesis (Ho). In order to find out the significance difference in student's writing ability before and after the treatment class by using Paired Sample t-test was as follow:

Table 19
Paired Sample T-Test
Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	20.114	11.292	1.909	16.235	23.993	10.538	34	.000

Based on the table of Paired Sample Statistics, it was found that the value of sig.=0,000 less than the significance level (α=0,05), so it was meant that there was a great correlation between the score of pre-test and post-test. Then the value of t obtained = 10,538 with the sig.(2-tailed) = 0,000 more than value of t table = 1,6909 with df = 34, and the value of sig.(2-tailed) = 0,000 less than the significance level (α=0,05). From the score, it can be concluded that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Based on the explanation above, the writers concluded that there was significance different in writing ability before and after treatment. So it could be realize that cooperative script strategy was significantly effective to improve students writing ability especially in writing an analytical exposition text

DISCUSSION

From the result of research finding above, the implementation of cooperative script strategy in teaching writing an analytical exposition to the eleventh grade students of SMK N 3 OKU could increase students' writing skill. It meant that there

was significantly effective to taught writing an analytical exposition through cooperative script strategy. It can be seen from the computation formula of the t-test was found and the value of sig.(2-tailed) (0,000) less than the significance level (005). The writers found that the students faced difficulties before the treatment. To solve the problems, the writers conducted cooperative script strategy to help the students in teaching and learning process of writing an analytical exposition text. According to Lambiotte, dkk. (1988) cited in Huda (2014, p. 213), cooperative script is one of the learning strategies where the students work in pairs and take turns verbally in summarizing the parts of the material being studied. In a cooperative script strategy students are trained to work together with each other in an interesting atmosphere. When the researcher did the treatment, there were significant improvements through cooperative script strategy after 4 meetings for the treatment. In the first meeting, the writers explain about the analytical exposition text. In the second to third meeting meetings, the students discussed the text about the important of television and the students found many difficult words in the text. After they read the text, they could make summarize and make a conclusion about the text briefly. Therefore, they could their vocabulary, but they were confused about the steps of cooperative script strategy. They could not follow the rule in of cooperative strategy well. The writers had to explain them again to make them understand. In the last meeting, they got used to apply cooperative script strategy as their new strategy in writing skill. They got experience as they can make the summary and deliver their ideas and delivered their result discussion in the front of class. Those finding could be supported by the differences between the student's pre-test and post-test scores in the written test.

From the result of Paired sample t-test, the writers could interpret the alternative hypothesis was accepted. Those finding could be supported by the result of Paired sample t-test, it was found that the value of sig.=0,000 less than the significance level (α=0,05), so it was meant that there was a great correlation between the score of pre-test and post-test. From the score, it can be concluded that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Based on the explanation above, the writers concluded that there was significance different in writing ability before and after treatment. So it could be realize that cooperative script strategy was significantly effective to improve students writing ability especially in writing an analytical exposition text.

CONCLUSION

Based on analysis data in previous chapter, the writers concluded that there was significant improvements from the students' pre-test to post- test score that taught using cooperative script strategy. It could be seen from the result analysis using paired sample t test was 0,000 lower than 0,05. From the score, it can be concluded that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It meant that cooperative script strategy was significantly effective to taught writing an analytical exposition text through cooperative script strategy. Therefore, it could be

assumed that the cooperative script strategy gave positive effect on students writing to the eleventh grade students of SMK N 3 OKU. The students could also increase their achievement in writing. It also could be seen from the result of the test, it implied that cooperative script strategy in teaching writing especially in analytical exposition text

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