

## The Effect of Cooperative Method and Self Efficacy toward Writing Narrative Ability

(Experimental Study in Grade V Student at SDN 08 Padang Panjang)

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### Abstract

*This study aims to know the effect of cooperative method and self-efficacy toward writing narrative ability. The method used was experimental study design using treatment by level 2x2 with analysis testing ANAVA. The results showed that: (1) the ability to write a narrative that students learn the concept sentence method is higher than narrative writing skills of students who are learning to use a make a match method, (2) there is an interaction effect between cooperative method and self-efficacy toward writing narrative ability, (3) the ability to write a narrative that students learn the of concept sentence is higher than the group of students who learn the make a match for students who have high self-efficacy, (4) the ability to write a narrative that students learn the make a match is higher than the group of students who learn the concept sentence for students who have low self-efficacy. Based on the results of this study it was concluded that the cooperative method and self-efficacy influence the students' writing ability. Recommendation for teachers is to apply the concept sentence as a way to improve students' writing narrative abilities.*

**Keywords:** Cooperative method, self efficacy, writing narrative ability

### Introduction

Language is an aspect that plays an important role in human life. Without language skills, it is difficult for humans to interact with one another. Given the importance of the role of language as a means of communication, then the world of education held language learning. *Bahasa Indonesia* is one of the important materials in elementary school learning, because it has a very important position and function. In grade V, writing standard is students able to express thoughts, ideas, opinions and feelings in various writing through composing essays, making reports, writing letters, summarizing books, making posters, writing notes in diaries and writing simple prose and poetry. From the standard of writing competence, it can be seen that how wide the ability to be reached in learning Indonesian language especially writing. Narrative is the story of an event or event in a time sequence that gives rise to a notion that reflects the author. The goal of writing a narrative is to give the reader a clear picture of the phase, sequence, step or sequence of events or events. Thus narration is one kind of essay that is story-telling, either based on experience, observation, or based on the author's fiction with narrative writer hopes to bring the

reader to an atmosphere like witnessing or experiencing the event itself. In writing the necessary narrative elements related to the language such as the placement of ideas, ideas, selection of words, compilation of sentences and elements outside the language such as turmoil, emotions, feelings and so forth. These things are needed by a writer to be able to pour his mind into the form of writing. If students' writing skills are not improved, their ability to express thoughts or ideas through writing forms is not developed and writing skills require a number of potential supporters. To achieve good writing skills requires seriousness and willpower with continuous learning so that students are more creative, adept at conveying their ideas.

### Method

The method used is the experimental method. The experimental method is "research method used to find the effect of certain treatment on others in controlled condition. The subjects of this research are divided into two classes: experiment and control class. The experimental class (class V A) was taught using the concept and concept sentence control (class V B) method which was taught using make a match learning method, whereas the moderate variable of the researcher classified into high self efficacy and low self efficacy. The independent variable in this research is cooperative

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method (X1) and moderator variable that is self efficacy (X2), and dependent variable is the ability to write narrative (Y).

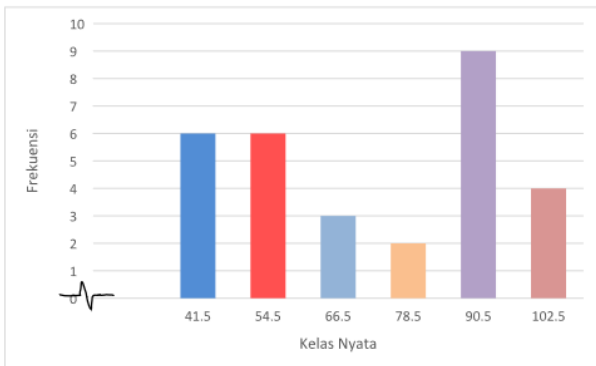
**Results of research and discussion**

Description of research data related to the variables studied is the dependent variable, independent variables, and moderate variables. The dependent variable is the narrative writing skill, the independent variable is the conceptual coefficient method and the make a match method and the moderate variable is self efficacy. Description of research data expressed in the form of data centralization measure that is average, median, mode, standard deviation, and variance. Data distribution that will be described in table form includes range of score and frequency. The complete data summary of narrative writing skills for each group can be seen as follows:

**Table 1** Description of Research Data

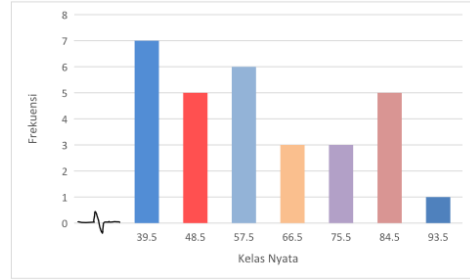
Distribution of data	Kelompok Perlakuan					
	A <sub>1</sub>	A <sub>2</sub>	A <sub>1</sub> B <sub>1</sub>	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>2</sub>
Mean	64,833	64,67	87	42,66	49,33	80
Stand Deviasi	24,08	18,191	7,745	9,423	9,036	10
Median	65	65	90	45	50	80
Modus	45	65	92,83	45	50	90
Varians	580,14	330,91	60	88,809	81,666	100

Based on the data table above shows the data score of the ability to write a narrative student, then the data of each group A1, A2, A1B1, A1B2, A2B1, A2B2 are as follows:



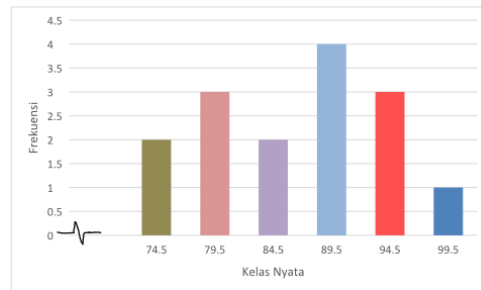
**Picture 1** Score of Student Narrative Writing Ability Learning by Concept Sentence Method (A1)

The students who scored in the interval class of 30 - 41 were 6 people (20%), the students who scored in the interval class were 42 - 54 as many as 6 people (20%), students who scored in interval class 55 - 66 were 3 (10%), students who scored in the 67 to 78 interval class were 2 (6.67%), students who scored in the interval classes 79 - 90 were 9 (30%), students who scored in the interval class 91 - 102 as many as 4 people (13.33%).



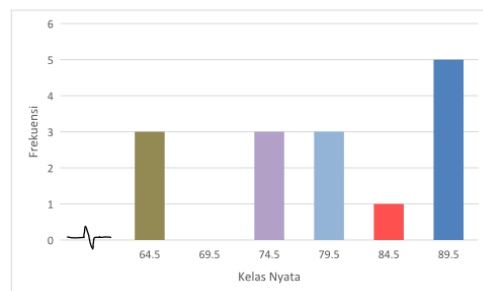
**Picture 2** Score of Student Narrative Writing Skills Learning with Make a Match Method (A2)

The students who scored in the interval class were 40 - 48 as many as 7 people (23.33%), students who scored in the interval 49 - 57 classes were 5 (23.33%), students who scored in interval class 58 - 66 of 6 (20%), students who scored in the 67 to 75 interval class were 3 (10%), the students who scored in the interval 76 - 84 were 3 (10%), the students who scored in 85- 93 interval classes of 5 (23.33%) of students who scored in the 94 to 102 class interval of 1 person (3.33%).



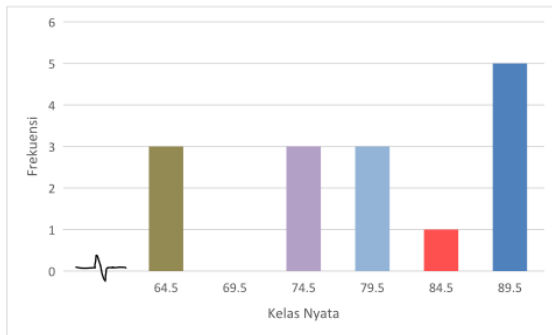
**Picture 3** Score of Student Narrative Writing Ability Learning by Concept Sentence Method for High Self Efficacy Students (A1B1)

The students who scored in the interval classes 75 to 79 were 2 (13.33%), students who scored in the 80 to 84 interval class were 3 (20%), students who scored in the interval classes 85 to 89 were 2 students (13.33%), students who scored in the interval classes 90 - 94 were 4 (26.67%), students who scored in the 95 to 99 interval class were 3 (20%), score in interval class 100 - 105 as much as 1 person (6.67%).



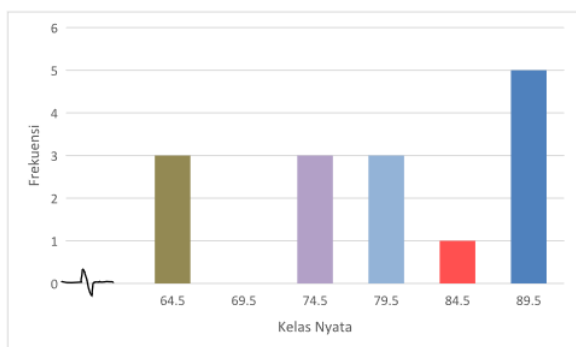
**Picture 4** Score of Student Narrative Writing Ability Learning by Concept Sentence Method for Students with Low Self Efficacy (A1B2)

The students who scored in the interval class of 30 - 34 were 3 (20%), the students who got the score in the interval 35 - 39 were 3 (20%), the students who got the score in the interval class of 40 - 44 were 0 people (0%), students who scored in the interval class 45 - 49 were 4 people (26.67%), the students who scored in the interval 50 - 54 were 2 (13.33%), the students who scored in interval class 55 - 59 as many as 3 people (20%).



**Picture 5** Scores of Student Narrative Writing Skills Learning with Make a Match Method for High Self Efficacy Students (A2B1)

The students who scored in the interval class were 40 - 44 as many as 4 people (26.66%), students who scored in interval classes 45 - 49 were 3 (20%), students who scored in interval classes 50 - 54 5 students (33.33%), students who scored in the interval class 55 - 59 were 0 people (0%), students who scored in the interval class 60 - 64 were 0 people (0%), students who scored in 65 - 69 interval class as much as 3 people (20%).



**Picture 6** Score of Student Narrative Writing Ability Learning with Make a Match Method for Students with Low Self Efficacy (A2B2)

The students who scored in the interval class were 65 to 69 as many as 3 people (20%), students who scored in the interval class 70 - 74 were 0 people (0%), students who scored in interval classes 75 - 79 were 3 (20%), students who scored in the interval class 80 - 84 were 3 (20%), students who scored in the interval classes 85 - 89 were 1 (6.66%), students who scored in the interval class 90 - 99 as many as 5 people (33.33%).

*The ability to write a student narrative studying with the concept of sentence method is higher than the students' narrative writing skills learned by the make a match method*

The results of the first hypothesis testing, proves that the overall group of students who learn with the method of concept sentence higher than students who learn with the method make a match. In this case it can be stated that in order to achieve the goal, the concept of sentence method has greater effectiveness than make a match method in improving students' narrative writing ability.

*There is an interaction effect between learning method and self efficacy on students' narrative writing ability*

The result of the second hypothesis testing proves that there is an interaction effect between the learning method and creative thinking on the students' narrative writing skill. In this case it can be stated that to achieve the objective of cooperative learning method and self efficacy gives interaction effect on the result of narrative writing ability.

*Ability to write a student narrative studying with the concept of sentence method is higher than the group of students who learn by the method make a match for students who have high self-efficacy*

The result of the third hypothesis test proves that the students who learn with the concept of sentence method for those who have high self efficacy are higher than the students who learn with make a match method for students who have high self efficacy.

*Ability to write a student narrative studying using the make a match method is higher than the group of students who studied with the concept of sentence method for students who have low self efficacy*

Based on the findings of research and theoretical studies, it can be concluded that the ability to write a narrative studying with the method make a match higher than the group of students who learn with concept sentence for students who have low self efficacy is more effectively applied that makes a match in helping improve the ability to write student narrative.

**Conclusion**

This study uses experimental methods involving independent variables, the concept intense learning method and the method of learning make a match and self efficacy, while the ability to write a class V element of SD Negeri 08 Padang Panjang is as a dependent variable.

Based on the results of data analysis, the results of hypothesis testing and the results of research discussions that have been obtained then can put forward some conclusions as follows:

- 1) The average ability to write a narrative group of students who are learning with the concept of learning sentence method is higher than the group of students taught by the method of learning making a match.
- 2) There is an interaction effect between learning method and self efficacy on narrative writing ability.
- 3) Ability to write a student narrative studying with a higher sentence concept method than a group of students who studied with make a match method for students who have high self efficacy.
- 4) The ability to write a student narrative studying with the make a match method is higher than that of students who are learning with concept-centen method for students with low self efficacy.

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