PROCEEDINGS AISTEEL 2017

THE 2ND ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

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“Educational Research to Endorse Productive and Innovation Generation in The 21th Century”

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16-17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be checked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

Good Morning

Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unim to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,

In this second seminar excels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Scholar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and collaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
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The Effect of Using Collaborative Learning Strategy on The Students’ Achievement in Writing Descriptive Text

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Abstract— Collaborative learning is effective strategy to improve the students’ achievement in writing descriptive Text. It could be proven by various research about the effectiveness of collaborative learning strategy and the research of the writer. This study deals with the students’ ability in writing descriptive text. The objective of this research was to find out the effect of collaborative learning to the students’ achievement in writing descriptive text. The population of this research was second grade students of Junior High School (SMP Swasta Asuhan Jaya) in academic year 2014/2015. The number of population was 60 students from 2 parallel classes which consisted of 30 students of each class. The sample was taken by using total random sampling, meaning that all of them were the sample of this research. VIII-1 were taken as the experimental group was taught by using collaborative learning strategy and VIII-2 as control group was taught by using free writing strategy. The data of this study was collected by using written test. The findings indicated that there was a significant effect of collaborative learning on the students’ achievement in writing descriptive text. The goal of this research is given the significant effect of using collaborative learning on the students’ achievement in writing descriptive text.

Keywords: descriptive text, writing, collaborative learning

I. INTRODUCTION

In teaching writing descriptive text, the teacher had to use appropriate method in order that students can be interest in writing. There were some reasons in writing types that could be mastered easily by students. Most of the students were not interested in writing and collaborative learning could be appropriate in teaching writing descriptive text. Based on the researcher’s experiences in the practicing, the researcher found so many problems in SMP Asuhan Jaya when the researcher gave writing. The first problem was that the students easy to bored and uninteresting towards writing, and additionally the teacher used the traditional strategy such as free writing instruction, the second problem was that there were so many errors in vocabulary, spelling and grammer because they haven’t mastered them very well. So based on the explanation above, the researcher was interested to find the effect of using collaborative learning on the students’ achievement in writing descriptive text collaborative learning strategies is effective to improve the students’ achievement in writing descriptive text.

Through collaborative teaching, teacher develop a common language, a common set of practices, and channels for communicacion that can increase students’ learning. The teacher can support students’ practice of this strategy through their thinking. By providing evidence from illustration, students can “set” their own nd their classmates’ thought processes on paper. Students can be invited to illustrate a text that use compound word to challenge their classmates’ abilities to make predictions based on visual or semantic cues.

So based on that, those problem the researcher gave the solution, teaching writing descriptive text by using collaborative learning. I am sure It will be effective. Because According to [1] in Collaborative writing the ideas was shared and decision could be made quickly and efficiently. Because in collaborative writing they will be in a team work. And the researcher was very interested in this collaborative learning because, in teching descriptive text by using collaborative learning the student could be more active.

Collaborative learning has been used many researchers as instruction strategy with positive andimproved results. A few studies have been carried out in local context also. Anuradha [2] conducted a study the examine collaborative learning enhances critical thingking it was found that students who participated in collaborative learning had performed significantly better on the critical-thinking test than students who studied individually. It was also found that both groups did equally well on the drill practice test. This result is in agreement with the learning theories proposed by proponents of collaborative learning. Similarly [3] conducted the research the influence of collaborative learning on the students’ attitudes Performance in an Introductory Chemistry Laborator. Students seemed to develop a more positive attitude about the laboratory and about chemistry in the collaborative learning sections as judged from their classroom evaluations of the teacher, the course, and the collaborative learning experience. Research carried out by [4] also shows
the relevance of interpersonal competence as a transferable skill, useful in activities other than translation. Taking into consideration the preliminary results obtained in our survey we can state that collaborative learning is considerably beneficial for students.

So for the reason, the researcher conducted the study. the researcher would like to find out the effect of collaborative learning to the students’ achievement in writing descriptive text and to describe the difficulties faced to the students in writing.

II. REVIEW OF LITERATURE

A. Descriptive Text

According to [5] “ A good descriptive paragraph is a group of sentences that develops one main idea about describing thing, place, person, and animal “. The description must be organize so that the reader can vividly imagine the scene being described. The selection and the description of details depend on describer’s purpose. [6] say that “ A good descriptive paragraph let the reader experience sensory details as they read. Further the details of descriptive paragraph also presents some advantages for the readers such as as appeal to the readers sense, to create mental picture, and to make the reader fell and expected.

Wiesman [6] say that “ A good descriptive paragraph let the reader experience sensory details as they read. Further the details of descriptive paragraph also presents some advantages for the readers such as as appeal to the readers sense, to create mental picture, and to make the reader fell and expected “. Some types of Descriptive Paragraph. They are:

B. Collaborative Learning Strategy

According to [7] Defined that collegial relationship in school are both “ highly prized “ and “ highly elusive “ preconditions for school reform and in a collaborative strategy teacher would expect to use teachers talking about practice, teacher sharing script knowledge, teacher observing one other while they are engaged in practice, teacher rooting for one another’ success. Through collaborative teaching, teacher develop a common language, a common set of practises, and channels for communicacion that can increase students’ learning. The teacher can support students’ practice of this strategy through their thinking. By providing evidence from illustration, students can “ set” their own and their classmates’ thought processes on paper. Students can be invited to illustrate a text that use compound word to challenge their classmates’ abilities to make predictions based on visual or semantic cues. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use.

At the level of a process between acquisition and learning. Acquisition refers to the nature assimilation language rules though using language for communication. Learning refers to formal study of language rules and is a conscious process. However, learning is available only a “ monitor “. The monitor is repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in editing of utterenceproduced through the acquired system.

At the level of an approach we are hence concered with theoretical principles. With respect of language theory, we are concerned with an account of the central process of learning and an account of the condition believe to promote successful language learning.

In recent years board of strategy known as collaborative strategy been relized methodologically by student teacher achievement ration (STAR).

In STAR, language lessons are based on learning experiences that have nonlinguistic outcomes, and in which there is a clear connection between the things learners do in class and the things learners do in class and the things they will ultimately need to do outside of the classroom. Students as the participants which must be active which the teachers play his role as a facilitator in collaborative learning.

[1] There are three models of teaching writing by using collaborative learning
1. Face to face : The team meets in person to draft, revise, and edit the document. One person typically dictates while another type. this model is most appropriate in planning stages (brain-storming, assigning tasks, planning revision, etc.). Or when discussing highly visual documents.
2. Diiveded / Horizontal : The team divides the document into sections and assigns each team member a section to write. This model is appropriate when speed is more important than quality (because the quality tends to be very low)
3. Layered Each person is assigned a primary role and all team members have overlapping layers of responsibility. This method is most appropriate when drafting and revising longer documents and most closely work place collaboration.

C. Paragraph Writing

Paraphrage is a group of sentence that develope one main idea according to carol [8] “ paragraph is a group of sentence that shares a common topic or purpose “. Each paragraph is a logical unified expression on a single main idea or thought. [5] said that “ a paragraph have some elements “ such as, topic sentence, supporting sentence, concluding sentence, unity and coherence.

He said that “ a paragraph have some elements “ such as:
1. Topic sentence

Topic sentence is a sentence that has particular funtion in introducing the topic paragraph and controlling idea about the topic paragraph. Topic sentence in a paragraph can find in the beginning and in the end of paragraph.

2. Supporting Sentence

Supporting sentences are a number of sentences that use to back up, clarify, illustrate, explain or prove the point about topic sentence.
3. Concluding Sentence.
Concluding sentence is a sentence that conclude, summarize the paragraph. Not all paragraph has concluding sentence, but they are useful for ending the development the support smoothly.

4. Unity
Unity is a paragraph which all sentences are related to the topic paragraph and controlling idea in the topic sentence.

5. Coherence
Coherence is a paragraph which all sentences are arranged logically and flow smoothly.

III. METHODOLOGY

A. Research Design

The experimental research used to carry out this research used to carry out this research. it dealt with quantitative design. This study had two variables; they were dependent and independent variables. In this case, collaborative learning model was as independent variable and students’ achievement in writing ability was as dependent variable.

In this research, experimental group taught by applying collaborative learning model , and the control group taught in order to investigate the effect of collaborative learning model on students’ achievement in writing. Table 1 is the scheme of the research.

B. Participant

The population of this research was the 2014/2015 eight year students of SMP A suhan Jaya, which consisted of two classes, each class consisted of 30 students. The total numbers 60 students and was divided into two classes. this research took all the students as the sample by using total sampling. According to Arikunto (2008 : 116), “If the population of research is less than 100, it is better to include all of them message as the sample “.

C. Procedure

The teacher and students prepared collaborative learning and all students brought their things needed to do this program. The teacher divided them into some groups. The groups observed any object based on their need. The groups of students was given 50 minutes for observing the object. The students were given 40 minutes to use the result of the observation to write descriptive text. The researcher scored the right answer which was arranged based on writing indicator. To collect the data, the procedure applied by using the communicative score, ranging from 1 – 100 to know the students’ achievement in writing, there are some criterias to consider. Jacob states that there are five strong component namely, content, organization, vocabulary, language use and mechanics. The specific criterias were described in detail in the following stages. The experimental research used to carry out this research. it dealt with quantitative design. This study had two variables; they were dependent and independent variables. In this case, collaborative learning model was as independent variable and students’ achievement in writing ability was as dependent variable.

In this research, experimental group taught by applying collaborative learning model , and the control group taught in order to investigate the effect of collaborative learning model on students’ achievement in writing.

D. Instrument Research

A set of tests administered to collect the data and the tests in the form of essay test. In this test, the students did the observation to the object and wrote the result of the observation in the form of descriptive text. The instrument for collecting the data in this research used essay test.

IV. FINDING AND DISCUSSION

A. Finding

Table 2. the differences of Experiment Group

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>df</th>
<th>t-value</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>30</td>
<td>13.13</td>
<td>59</td>
<td>133</td>
<td>0.00</td>
</tr>
<tr>
<td>Post Test</td>
<td>30</td>
<td>21.57</td>
<td>59</td>
<td>133</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Table 3. The Differences of Control Group

<table>
<thead>
<tr>
<th>Variable</th>
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<th>Mean</th>
<th>df</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
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<td>12.05</td>
<td>59</td>
<td>11.13</td>
<td>0.98</td>
</tr>
<tr>
<td>Post Test</td>
<td>30</td>
<td>13.12</td>
<td>59</td>
<td>11.13</td>
<td>0.98</td>
</tr>
</tbody>
</table>

The Independent sample t-test was used to measure the mean scores difference between writing Descriptive achievement scores of control and treatment groups on postest. Table 1 shows that there is no significant difference between the two groups (p=3.00). It means that both groups were on equal level of achievement before intervention.

A paired sample t-test was conducted to compare the effect of intervention on achievement scores of experimental group. The table shows that there was a significant difference in achievement scores of Experimental and Control .

B. Discussion

After accounting the data previously by using t-test formula, it showed that the critical value was 0.98, then after seeking the table of distribution of t-critical as basis of counting t-critical in certain degree of freedom (df), the calculation shows that t-table was 58(Ny+Nx -2=30 -2 = 58). In the line of 58 showed that t-table was 0.98 for 0.11. Based
on the data $t_{\text{observed}} > t_{\text{table}}$ or $0.98 > 0.11$, it means, null hypothesis was rejected and alternative hypothesis was accepted. It means, that there was a significant effect by using mail order catalogue on the students achievement in vocabulary mastery. And The result of validity of the test is 0.99. It means that the test is “complete”. The value of the standard reliability of the test was 0.98. It means that the test is “very good”.

There is a significant effect of using mail order catalogue on the students achievement in vocabulary mastery. The next reason for supporting results of the study might that students were working in highly collaborative learning, helping each other to perform better during writing descriptive activities. The research studies carried out by Alberto, Amaury, etc, 2002. They needed motivation. Although this is true essence of collaborative learning, however, it can serve as a eternal factor and internal factor that influence the results make a compelling case during experimental study. Another important factor that might have contributed in getting supportive results was that these students were exposed to such treatment for the first time so excitement and joy of doing something different from routine classes might have boosted their passion to perform.

The same results has been presented [10] who conducted research study in his introductory chemistry laboratory and found very supportive results. Both quantitative and qualitative measures were used to evaluate the impact of collaborative learning on student achievement and attitudes. Grades did not differ between the two sections, indicating that collaborative learning did not affect short-term student achievement. Students seemed to develop a more positive attitude about the laboratory and about chemistry in the collaborative learning sections as judged from their classroom evaluations of the teacher, the course, and the collaborative learning strategy. The use of collaborative learning strategy in the laboratory as described in this paper therefore may provide a means of improving student attitudes toward chemistry. As the target to improve writing achievement was accomplished, so these aspects can be ignored as indispensable elements.

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REFERENCES


