Improving Learning Outcomes of Writing Negotiation Texts Through the Application of Cooperative Learning Model

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Abstract

This study focuses on improving the ability to write negotiation texts for grade X A students of Bali Mandara State High School through the application of the Cooperative Learning model. Motivated by the problem of low mastery of negotiation text writing skills, this study uses a Classroom Action Research (PTK) approach with teachers and 29 students as subjects. The results showed that the application of Cooperative Learning effectively improved students' ability to write negotiation texts. In the first cycle, the average student score reached 78.15 with 65.52% of students achieving KKM. Cycle II showed a significant improvement, with an average score of 84.46 and 100% of students achieving KKM. The learning process is well structured, engages students in groups, motivates them to seek ideas outside the classroom, and encourages active participation and creativity.

Keywords: Cooperative Learning, Text Negotiation, Student Improvement

INTRODUCTION

The ability to write negotiation texts is an aspect of language skills that has a central role in the communication process. The text of negotiations plays a vital role in various contexts where two parties with different interests seek to reach a mutually beneficial agreement. For grade X A students of SMA Negeri Bali Mandara, negotiation text writing skills are not just language skills, but also a key competency that needs to be mastered to succeed in their academic environment and future.

Tarigan (2008) revealed that writing skills function as a communication tool indirectly, not face-to-face with others. Susanto (2013), one of the skills that students are expected to have since elementary school is good language skills, because language is the most important capital for humans. In this writing activity, writers must be skilled in utilizing graphology, language structure, and vocabulary. In addition, these writing skills do not come just like that but rather through a process of learning and practice. Without learning, students will find it difficult to express their thoughts and ideas.

Riska, et al. (2022) revealed that writing skills are aspects of language that play an important role that must be trained and mastered by students. Awriting activity, students are able to express their ideas and imagination in an essay. Skills can only be learned through practice and a lot of practice. Practicing language skills also improves thinking skills. Writing is a communicative activity in which written messages (information) are informed to other parties using written language as equipment or instruments. Writing is a language skill designed to talk to others indirectly, not face-to-face. The same thing was stated by Ali (2021) that writing is the process of expressing ideas, thoughts and feelings in the form of writing.

One of the writing skills listed in the Merdeka Curriculum is writing negotiation texts. In the Independent Curriculum, one of the CP (Learning Outcomes) studied at the end of phase E is (1) students have the language skills to communicate and reason in accordance with goals,

social, academic, and world of work contexts; (2) studentsare able to understand, process, interpret, and evaluate information from various types of texts on various topics; (3) students are able to synthesize ideas and opinions from various sources; (4) students are able to actively participate in discussions and debates; (5) Studentsare able to write various texts to express opinions and present and respond to nonfiction and fiction information critically and ethically. The negotiation text writing skills listed in the ATP of SMA Negeri Bali Mandara are CP Elements and Learning Objectives in CP Elements: (1) studentsare able to write ideas, thoughts, views, directions or written messages for various purposes logically, critically, and creatively in the form of informational texts and / or fiction; (2) studentsare able to write exposition texts of research results and functional texts of the world of work; (3) studentsare able to translate one text to another for creative economy purposes; (4) Studentsare able to publish written results in print and digital media. The purpose of learning : Transformingtext in the form of dialogue into narrative form logically, creatively, and using a coherent flow.

The Merdeka Curriculum as the foundation of education at SMA Negeri Bali Mandara stipulates that one of the Learning Outcomes is the ability of students to write negotiation texts. However, preliminary observations show that although Bali Mandara State High School has a reputation as a favorite school with a strong history of providing quality education, grade X A students still face obstacles in mastering the ability to write negotiation texts. From a range of scores between 50 to 85 with an average of 67.5, only a few students achieve the minimum completeness standard (KKM), which is 75.

Some of the problems faced by students include difficulty understanding the structure of negotiation texts, lack of motivation, conventional learning approaches, and limited references in school libraries. Therefore, there is a need for appropriate learning interventions to improve students' ability to write negotiation texts.

Based on the explanation above, problems that can be overcome with one solution using the *Cooperative Learning* learning model. Riana and Hulu (2022), Thomas and Martina (2022) said *cooperative* learning is a learning model where students learn in small groups that have different levels of ability. Therefore, the *Cooperative Learning* learning model is a group learning activity where students work together to help each other develop concepts and solve problems. Hasanah (2021), in the *Cooperative Learning* model, the learning process does not have to be from teacher to student but students can learn from each other fellow students, namely peer learning (*peer teaching*) which is more effective than learning by teachers. The *Cooperative Learning* learning model accommodates how students can work together in groups, the purpose of the group is a common goal. Based on the results of research by Gulo, et al. (2022) in the application of *the Cooperative Learning* learning model. In cycle I, the results of the ability to convey negotiation texts using the *Cooperative Learning* learning model showed the lowest score of 40 and the highest value of 80 with an average value of 60. While in the second cycle the lowest value is 75 and the highest value is 90. It was concluded that the *Cooperative Learning* learning model can improve the ability to convey negotiation texts. The results of research by Riana, et al. (2022) entitled "Writing Official Letters Through the Cooperative Learning Model*"*, shows the results that in cycle I the lowest value is 40 and the highest value is 80 while in cycle II the lowest value is 69 and the highest value is 97 It is concluded that through the *Cooperative* Learning learning model can improve the ability to write official letters for grade VII students of SMP Negeri 5 Gunungsitoli for the 2021/2022 Learning Year.

Based on the description above, researchers are interested in conducting research on Class X A Students of Bali Mandara State High School with the title "Improving the Ability to Write Negotiation Text through the Application of the Cooperative Learning Learning Model to Class X A Students at Bali Mandara State High School"

METHOD

Research on improving the ability to write negotiation texts through the *Cooperative Learning* model of grade X A students of Bali Mandara State High School is a classroom action research (PTK). Kemmis (in Maliasih, et al, 2017) explained that PTK is a reflective research approach carried out by action actors to increase the rationality of their actions in carrying out tasks, deepen understanding of the actions they do, and improve the conditions in which learning practices take place. This study adopts the PTK model design developed by Kemmis because it is considered to have a simpler procedure. The provision of action in this study is to use the *Cooperative Learning* learning model which aims to improve students' ability to write negotiation texts.

The subjectinvolved a teacher and 29 grade X A students at SMA Negeri Bali Mandara. The teacher is Ibu Rista, who teaches Indonesian subjects, while the students are students of class X A. The sampling method in this study is by using the purposive sampling method, deliberately choosing research subjects based on certain characteristics that are in accordance with the purpose of the study. 29 students from class X A, and Ibu Rista were chosen because this number was enough to represent the various characteristics of students and teachers at SMA Negeri Bali Mandara. The object of research is what is studied in the study. In this study, the object of research is the use of *the Cooperative Learning* learning model to improve students' negotiation text writing skills.

In collecting data on learning outcomes, students use several data collection methods. First, the application of the *Cooperative Learning* learning model using the observation method. Second, to determine the improvement of students' writing skills, researchers use a test method in the form of written performance. The data in this study were analyzed using quantitative and qualitative descriptive techniques. With reference to both types of data collected, the steps to apply the *Cooperative Learning* learning model to improve students' ability to write negotiation texts are evaluated through qualitative descriptive data analysis. While the results of students' negotiation text writing skills with the *Cooperative Learning* learning model were analyzed using quantitative descriptive techniques.

FINDINGS AND DISCUSSIONS

Based on the responses in the questionnaire distributed via Google form, it is stated that all students (100%) have watched English movies. Students watch movies in their lives because watching movies is one of the activities that can be entertaining as well as a very fun activity. After conducting research on the use of the *Cooperative Learning* learning model in improving the ability to write negotiation texts for grade X A students of SMA Negeri Bali Mandara, the results of the research can be known as follows. The implementation of actions in cycle I is carried out in two meetings.

Based on the results of observations made, it can be said that the steps for implementing the learning carried out are relatively good. This can be seen from the assessment given by researchers or observers when observing teachers teaching. The results of the test of students' negotiation text writing skills in the first cycle can be seen in the table as follows.

Table 1. Results of the First Cycle Student Negotiation Text Writing Proficiency Test

Category	Range of Values	Frequency	Percentage %
Excellent	85-100	0	0
Good	75-84	19	65,52
Enough	67-74	10	34,48

Less	50-66	0	0
Fail	0-49	0	0
Sum		29	100

Based on the overall result table in cycle I obtained an average of 78.15 which is classically categorized as good. Based on the table above, it can be seen that the ability of class X A SMA Negeri Bali Mandara after getting actions from 29 people, it can be seen that no students obtained scores in the very good category, 19 students or 65.52% obtained the good category, 10 students or 34.48% obtained sufficient categories and no students obtained scores in the less and failed categories. With an average value of 78.15, there was an increase from the average value before the previous action of 67.5, an increase of 10.65. When viewed from the target score in the first cycle, which is 76, there are 10 students who still have grades below the average (KKM score). Therefore, it is continued to cycle II with the hope that students are able to achieve a score of 76.

The obstacles found in cycle I, namely: (1) during writing activities, teachers do not make observations or approaches to students. In addition, when students encounter obstacles, students tend not to want to ask questions with friends or teachers; (2) students are not yet proficient in structuring arguments in writing negotiation texts; In addition, there are weaknesses in idea development, flow of exposure, spelling, word selection, and sentence structure; (3) The teacher lacks detail in explaining the steps of writing a negotiation text. He often gives explanations in general, so students find it difficult to start and develop their writing; (4) Before the activity of writing a negotiation text takes place, the teacher does not explain the aspects to be assessed. Therefore, students do not know the aspects assessed in the student's negotiation text.

The results of the negotiation text writing skills test of grade X A students of Bali Mandara State High School, overall classified as good with an average of 78.15. Students who obtained scores according to KMM amounted to 65.52%. However, learning to write negotiation texts using the *Cooperative Learning* learning model has not reached the success criteria, namely 75% of students get a score of 76 and above or according to KKM, so this learning model is analyzed again and actions are continued to cycle II with more careful planning so that obstacles in cycle I can be corrected in cycle II. Here are the overall results in cycle II.

Cycle II actions in this research were carried out in two meetings. The results of observations on the implementation of learning in cycle II showed that the learning activity steps carried out by the teacher were classified as very good. This can be observed from the assessments given by observers/researchers when observing teachers. The teacher has carried out this learning activity according to the procedures that have been planned in cycle I reflection activities. The implementation of learning in cycle II can be said to be better than the implementation of learning in cycle I. Based on the test results in cycle II, students' ability to write negotiation texts using the learning model*Cooperative Learning* for class X A students at Bali Mandara State High School can be seen in the following table.

Table 2 Results of Cycle II Students' Negotiation Text Writing Ability Test

Category	Value Range	Frequency	Percentage %
Very good	85-100	19	65,52
Good	75-84	10	34,48
Enough	67-74	0	0
Less	50-66	0	0
Fail	0-49	0	0
Amount		29	100

Based on the overall results table in cycle II, an average of 84.46 was obtained which is classically categorized as good. From table 1.2 above, it can be described that there are no students who fall into the category of enough, lacking, and failing. Students who fall into the good category as many as 10 people or 34.48%. Students who fell into the very good category were 19 people or 65.52%. Classically, student completeness reaches 100%. This means, students of grade X A SMA Negeri Bali Mandara can be said to meet the set completeness requirements, which is 75%.

In cycle I, the average score of students was 78.15 while in cycle II it was 84.46. This means that the average score of students' negotiation text writing skills with the *Cooperative Learning* learning model increased by 7.9. Then, what was done by researchers with teachers at the end of cycle II was to show that the implementation of learning to write negotiation texts using the field trip method in general had gone according to plan. The results of field notes and tests of students' reading ability showed that the success indicators of this study had been achieved so that the action was stopped.

The research results show that students' writing skills can be improved by implementing the Cooperative Learning model. In this model, students are asked to work in groups, look for ideas outside the classroom, and study certain objects. This approach has a positive impact, encouraging active student participation and encouraging creativity. The teacher provides apperception and motivation at the beginning of learning, emphasizes the material that needs to be mastered, and explains the steps for writing negotiation texts using the Cooperative Learning model. The learning steps in the Cooperative Learning learning model play a major role in improving the quality of student learning outcomes. The learning process includes initial activities, core activities and final activities.

This model is applied when students take part in the core learning activity of writing negotiation texts. Students learn the relationship between material, learning models, and learning objects before looking for ideas outside the classroom. The successful implementation of the Cooperative Learning model shows that the application of these learning steps has succeeded in improving the ability to write negotiation texts in class XA students at Bali Mandara State High School. A significant increase was seen in the average score of students in pre-cycle, cycle 1, to cycle II. The average score in cycle II has reached the minimum completeness criteria which shows the success of this research in achieving learning objectives. Apart from the average score, the success of implementing this learning model is also strengthened by the percentage of students who obtain scores according to the KKM. In cycle I, 65.52% of students got grades according to the KKM, while in cycle II 100% of students got grades according to the KKM. This shows an increase of 34.48% from both cycles.

CONCLUSIONS AND SUGGESTIONS

This research concluded that the application of the Cooperative Learning model was effective in improving the ability to write negotiation texts in class XA students at SMA Negeri Bali Mandara. The results of observations and written performance tests in cycle I showed that the learning steps were classified as good, with the average student score reaching 78.15 which was classified as good. However, there are still several obstacles such as the teacher's lack of observation of students during writing activities and students' problems in preparing arguments. Improvement in implementation in cycle II showed a significant improvement. The test results showed that the average score of students reached 84.46 which was classified as good. No student falls into the category of adequate, lacking or failing, and 100% of students obtain grades according to Minimum Completeness (KKM) which reflects the success of the Cooperative Learning learning model. Overall, this study provides clear evidence that *the Cooperative Learning* model can be relied upon as a learning model to improve learning outcomes of writing negotiation texts.

This finding is not only relevant for SMA Negeri Bali Mandara, but can also be widely applied in the context of writing education in various schools. With its significant contribution to student learning outcomes, this article is an important reference in efforts to develop effective learning strategies. Based on the findings in this research, the researcher conveys several suggestions, namely (1) the principal of Bali Mandara State High School, develop active, creative, innovative and fun Indonesian language learning by implementing the model*Cooperative Learning* to improve students' abilities in writing negotiation texts; (2) teachers are advised to use models*Cooperative Learning* as an effective learning model in teaching students to write negotiation texts; (3) Bali Mandara State High School students, always active in every learning activity, including modeling*Cooperative Learning*. Discuss ideas, help each other, and be fully involved. (4) Expand research to other age groups or education levels to understand the impact of the Cooperative Learning model more broadly.

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