

ENHANCING STUDENTS' SELF-ESTEEM IN WRITING NARRATIVE TEXT USING COLLABORATIVE LEARNING

Fatma Indratama*, Suparno, dan Dewi Rochsantiningsih

English Education Department of Teacher Training and Education Faculty
Sebelas Maret University

Abstrak: Tujuan penelitian tindakan kelas ini untuk meningkatkan harga diri siswa da-lam menulis teks naratif dengan menggunakan metode *collaborative learning*. Subjek penelitian adalah siswa kelas X di SMA N Surakarta tahun 2014/2015. Penelitian ini dilaksanakan dua siklus selama tiga bulan. Dengan menggunakan metode *collaborative learning*, masalah siswa yang berkaitan dengan harga diri mereka dalam pembelajaran menulis dapat diatasi. Sikap siswa selama kegiatan belajar-mengajar berlangsung menunjukkan peningkatan. Peningkatan harga diri siswa dalam menulis terlihat pada setiap aspek harga diri (*competence, self-worth, success and confidence*). Jumlah siswa yang percaya dapat menulis teks bahasa Inggris dengan benar meningkat dari 15% menjadi 96,5%. Jumlah siswa yang merasa berharga dalam proses diskusi meningkat dari 67,89% menjadi 87,86%. Jumlah siswa yang percaya bisa sukses dalam menulis meningkat dari 60,66% menjadi 94,75%. Jumlah siswa yang percaya diri dapat menulis teks naratif bahasa Inggris meningkat dari 42% menjadi 89,5%. Di samping itu, peningkatan sikap siswa juga telah mempengaruhi kemampuan menulisnya.

Kata kunci: metode *collaborative learning*, harga diri dalam menulis, teks naratif

Abstrak: The aim of this action research is to enhance students' self-esteem in writing narrative text of the tenth grade of SMA N Surakarta by using Collaborative Learning. The main subject of this research is the tenth grade students in in the second semester of the academic year 2014/2015. This study was done in two cycles for three months. By implementing collaborative learning in the teaching learning process, the students' problem regarding to their self-esteem in writing was successfully solved. In detail, the students' behaviour during the learning process improved. The improvement of students' self-esteem in writing narrative text could be seen in every aspect of self-esteem namely Competence, Self-worth, Success and Confidence. The number of students who believed they were able to write narrative text improved from 15% to 96.5%. Then, the number of students who felt they were worth improved from 67.89% to 87.86%. The number of students who believed that they could be successful in writing improved from 60.66% to 94.57% and the last the number of students who felt confident in their writing also improved from 42% to 89.5%. Besides, the students' improvement on their behaviour has affected the students writing achievement.

Keywords: collaborative learning method, self-esteem in writing, narrative text

*Alamat korespondensi: Jalan Ir. Sutami 36 A. FKIP. Universitas Sebelas Maret. Surakarta
e-mail: fatmaindratama@gmail.com

INTRODUCTION

As stated in Indonesia's curriculum (Kurikulum 2013) in grade tenth of Senior High School that the students have to be able to communicate both spoken and written. The third of core competence that contains the domain of knowledge in Kurikulum 2013 stated that the students need to understand, apply and analyze the factual knowledge and conceptual based on their curiosity about the knowledge, culture, art and many more related with the cause of a phenomenon. Then, the core competence is elaborated into two of the basic competence.

Since the researcher focused on the teaching of narrative text, the content of the basic competence is the students are asked to analyze social function, text structure and language features of a simple narrative text and also the students are asked to find the meaning of a narrative text. Some problems encountered regarding to the teaching writing process in the classroom. In writing, the students need to focus not only to the product but also to the process of writing itself. As stated by (Sokolik, 2003 in Linse, 2005, p. 98) that writing activity is a combination between the process and the product.

Writing is also considered as a difficult skill to study, the researcher found another problem in students behaviour toward the writing lesson. Their problem is in their attention during the teaching learning process. They did not pay attention in the teaching writing

process in the classroom and they did not have passion in learning writing. The students' psychological condition influencing the students' achievement in writing namely is self-esteem. Self-esteem itself is relating with someone's feeling in challenging himself to be successful in their live. It is clarified by Maslow (1968) in Guindon (2010:7) that "self- esteem is the desire for strength, for achievement, for adequacy, for mastery and competence,..., and for independence and freedom."

The definition by the expert is clearly shown that self-esteem is the precious thing that must be had by someone. It has always be maintained within the man himself. Similarly, Elliott, Kratochwill, Littlefield, & Travers (2000, p. 101) explain that self-esteem is someone's feeling of self confidence and self satisfaction with him or herself. The feeling of satisfaction is a factor in promoting human condition in which influencing their motivation.

Besides, the students' improvement in their selfesteem is analyzed by concerning some indicators. The identification of selfesteem indicators is defined by many psychological scientists. Different terms of the indicators are offered by them in order to seek the detail elements within self-esteem itself. There are four indicators of self-esteem that stated from the experts, they are self competence which dealing with someone' capability, self-satisfaction or self confidence, self value or self acceptance of himself which dealing

with the feeling of being worthy, and self reliance that is linked with someone feeling in their achievement and success.

All of the self-esteem indicators are used as the categories for evaluating students' self-esteem. Each of indicators of self-esteem are related to the students' writing achievement because their self-esteem can build their motivation to write. Meanwhile, in scoring the students writing, the researcher used analytical scoring. The researcher used the composition brought by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) to score the students' writing.

In this study, the students' behaviour was observed and analyzed in every meeting in the implementation of Collaborative Learning. In order to know the students' improvement in their writing skill, the students are asked to write one of a genre text namely narrative text. Barthes (1977, p. 79) says that narrative is a popular genre used and it can be carried both in spoken and written form, there are several kinds of narratives such as myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, cinema, comics, and so on.

Dealing with the teaching learning process, the teacher are expected to provide an effective method to teach the students. The result of observation and the teacher's interview showed that the teacher had difficulties to find the right technique which could help the students to overcome the problems. In choosing the method used to teach the student,

the teacher should consider the students level, ability, the classroom atmosphere and etc. As stated by Richard (2001, p. 148) that before using a particular method in teaching learning process, the teacher should know the learners' proficiency level, the subject-matter knowledge, current views on second language learning and teaching, conventional, wisdom and convenience.

Collaborative Learning method is considered as a suitable method in overcoming the students' self-esteem in writing problem. According to Hill and Hill (1990, p.1). collaborative learning gives the students advantages both in their intellectual and social development, over individualized and competitive learning environment. It promotes the students' motivation in the learning teaching process.

RESEARCH METHOD

The researcher used classroom action research in this study. This kind of research has been broadly used in educational research that conducted by educators to reflect their own teaching. As stated by McNiff (1999) in Schmidt (2002) that defined action research as the name given to an increasingly popular movement in educational research that encourages teachers to be reflective of their own practices in order to enhance the quality of education for themselves and their students. The aims of this research is to examine the real teaching learning process situation in order to improve the quality of students' learning.

In this research, the data will be collected by using some techniques. The researcher used 1. Questionnaires (the researcher used questionnaire in the beginning and in the end of the research, it helps the researcher to collect a range of information) 2. Interviews (The main purpose of conducting interviews is to gather responses which are richer and more informative than questionnaire data) 3. Observation (The use of this method within the research process is to help the researcher to collect information that can be used for the purpose of the study being carried out) 4. Test (The test was conducted before and after the implementation of Collaborative Learning).

RESEARCH FINDINGS

After the implementation of Collaborative Learning, the students had improved their self-esteem in writing narrative text. After conducting 2 cycles of action, the result shows that the method proposed by the researcher was beneficial to improve the students' self-esteem in writing narrative text. Besides that, the class atmosphere of X Mia 4 in the teaching writing process became more conducive.

The action research with Collaborative learning method (Round Table and Think-Pair-Share) could bring satisfactory result to enhance students' self-esteem in writing narrative text. Based on the result of the research, the researcher concludes some points of the implementation of Collaborative Learning.

The main conclusion of this research was that Collaborative Learning (Round Table and Think-Pair-Share) has many advantages to improve students' self-esteem toward writing lesson.

Since the meaning of Collaborative itself is "working together" in a group, the researcher facilitates the students with adequate guidance in order to make the students work well in the group. In implementing the method, the researcher emphasized on some particular condition to make Round Table and Think-Pair-Share implemented effectively. As Barkley, Cross, & Major (2005, p. 6) state that the teacher's responsibility in applying Collaborative Learning is not just monitoring the students' work but rather becoming a member, along with the students, as a community in searching the knowledge.

The teacher also needs to consider two fundamental purposes of Collaborative Learning as stated by Slavin (1996) in Barkley, Cross, & Major (2005, p. 9) that in implementing Collaborative Learning the teacher needs to remember two fundamental purposes: to engage students actively in their own learning and to do their work in a supportive and challenging classroom situation. It means that the teacher's role is not simply putting the students in a group but the most important thing is to make sure all the students are discussing the material, sharing the material, and solving the problem together.

In the application of Round Table method, the researcher asked the group to generate their idea into a story by threading discussion in order to make all members in a group are contributing on the group's work. In the first trial, the researcher provides introductory sentence or paragraph that can help the students build the stories. In the end of the lesson, the researcher asks the students to check the story that has been made.

The researcher finds that this activity is really useful in solving the students' problem, especially in developing their own idea in writing a story and to make the group's work is done by the equal participation among the members. It was in line with Barkley, Cross, & Major (2005, p. 241) who stated that the benefits of having students work in Round Table are to help the student focus their attention, gives the students time to think about the responses, and ensure equal participation of all members in a group. Meanwhile, in the cycle 2 the researcher applied Think-Pair-Share and Round Table.

An appropriate task and good instruction will determine whether the students engage actively in doing the task or not. It is described by Barkley, Cross, & Major (2005, p. 55) that in creating good atmosphere when conducting Collaborative Learning, the teacher should design a well-planned task that will be clearly understood by the students. In applying this method, the students got some advantages, such as improving their understanding in

writing by discussing the problem with their partner and rehearsing their responses before going to the whole class. Their understanding about writing will improve quickly than if they work individually. Barkley, Cross, & Major (2005, p. 104) state that Think-Pair-Share can encourage the learners to compare and contrast their understanding with their partner and improve a certain ability and also the opportunity of students' contribution.

Meanwhile, the improvement of students' self-esteem is examined by the distribution of questionnaire in the beginning of the research and in the end of the research. From the questionnaire result, it shows that the students' self-esteem in writing ability related with four indicators of self-esteem improved by using Collaborative Learning (Round Table and Think-Pair-Share). The improvement of the students' self-esteem in writing ability can be seen from the observation. The result of students' self-esteem in writing lesson in cycle 1 is summarized in details in the table 1:

Table 1. The Improvement of Students' Self-Esteem in Cycle 1

Self-Esteem Indicators	Pre Treatment	Post Treatment 1
Competence	15 %	57.14 %
Self-worth	67.89 %	71.42 %
Success	60.66 %	71.42 %
Confidence	42 %	53.57 %
Students' Self-Esteem Percentage	46.38 %	63.38

The result of the students' self-esteem in writing narrative text shows that some indicators have improved

from pre treatment to post treatment 1. Among four indicators of self-esteem, the highest improvement can be seen in the indicator of competence that improve from 15 % to 57.14 %.

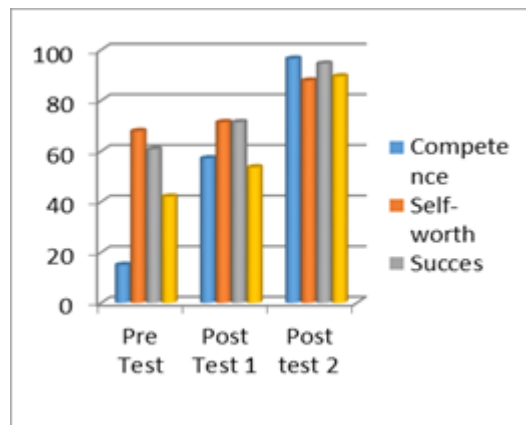
Table 2. The Improvement of Students' Self-Esteem

Self-Esteem Indicators	Pre Treatment	Post Treatment 1	Post Treatment 2
Competence	15 %	57.14 %	96.5 %
Self-worth	67.89 %	71.42 %	87.86 %
Success	60.66 %	71.42 %	94.57 %
Confidence	42 %	53.57%	89.5 %
Students' self-esteem	46.38 %	63.38 %	92.10 %

Then, in cycle 2, the students' self-esteem in their writing ability continuously improved meeting by meeting. The result of questionnaire that divided in the end of research also clearly shown that there was the improvement on students' self-esteem in their writing ability during the implementation of Collaborative Learning (Round Table and Think-Pair-Share). The result of students' self-esteem in writing lesson in cycle 2 is summarized in details in the table 2.

The result of the students' self-esteem in writing narrative text in cycle 2 shows that all indicators had been improved from test 1 to post test 2. Overall, there is an improvement on students' self-esteem percentage from test 1 to post test 2 from 63.38 % to 92.10 %. The total result of students' self-esteem improvement in writing narrative text from the beginning and in

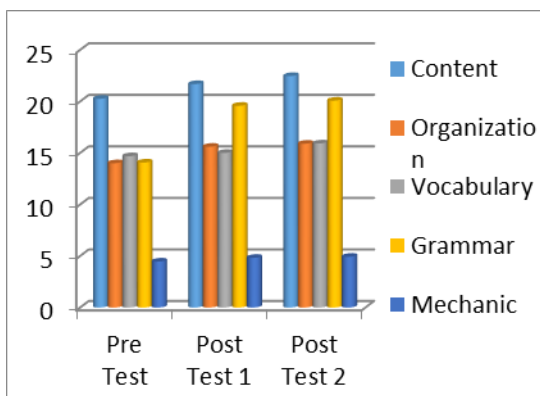
the end of the research can be seen in the picture 1:



Along with the students improvement in their self-esteem in writing narrative text, the students also had improved their writing skill related with the content, organization, vocabulary, grammar, spelling and mechanic. The average score of the students' writing test improved from 67.4 in the pre test to 76.67 in the post test 1 and the post test 2 their average score was 79.32. The detail explanation of the students' score can be seen in the table 3:

Table 3. The Improvement of Students' Writing Score

No	Aspect	Pre test	Post test 1	Post test 2
1.	Content	20.25	21.68	22.46
2.	Organization	14	15.60	15.89
3.	Vocabulary	14.68	15	15.92
4.	Grammar	14.07	19.57	20.07
5.	Mechanic	4.46	4.82	4.92
Mean of the total score		67.4	76.67	79.32



Picture 2. The Improvement of Students' Writing

From the table above, it was inferred that the most significant improvement of writing aspects was grammar. It began with class average in pre test which was 14.07. Then, it improved became 19.57 and the last in the cycle 2 it became 20.07. The table was also shown that the students' score in every aspects improved from fair level into good level. The improvement can also be seen in the picture 2.

CONCLUSION

This study was conducted in SMA N 7 Surakarta at tenth grade students in the academic year 2014/2015. The purpose of this study is to help the students in XMIA 4 to overcome their problem that they faced in the classroom. Based on the result of this study, it is concluded that the research is successful. The implementation of Collaborative Learning (Round Table and Think-Pair-Share) could improve students' self-esteem in writing narrative text. The students' improvement can be seen from the improvement of students behaviour

toward writing lesson and also the students' score from pre test to post test. The self-esteem indicators which were observed and analyzed in this research were competence, self-worth, success and confidence. Along with students' self-esteem, to know students' improvement on their writing.

By applying Collaborative Learning technique, the students are able to learn the language features and organization of recount text through meaningful activities. The students were provided with various activities in writing text that enabled them to develop their confidence in writing narrative text. Besides, through Collaborative Learning the students are able to explore more ideas in more interesting way. As a result, the students were showing an appreciation toward writing and also their skill in writing narrative text increased. They became more curious and enthusiasm in the writing class.

They simultaneously involve in every step in the Round Table and Think-Pair-Share method: (1) organizing the students in a group, (2) self-writing process in Round Table, (3) carrying out the discussion, (4) preparing the final story, (5) presenting the final story, and (6) evaluation. Those components had helped the students to develop social competence and academic achievement. In implementing Round Table method, the researcher added a followup activity in the end of the method. The researcher asked the students to discuss and check each other writing after the students did self-writing activity. This followup activity

was added in order to make the students could explore their ideas together.

In the application of Collaborative Learning, a group interaction becomes an important component to the success of the group's performance. In order to ensure students' good interaction, the researcher had to guide the students by giving an adequate explanation. In the Collaborative Learning, all groups have to perform good social skills. All the members of the group have to encourage one another to achieve the group's goal. Besides the researcher's guidance, it is also important to always monitor the group work in every step of the method activities. The researcher has to make sure each students role in the group activities.

In summary, the researcher role as a teacher in Collaborative Learning are to be a guide, the challenger, the encourager, the one who monitor them, and also the learner. The researcher facilitated the students with the material that suitable for them. The researcher prepared the material and variety of learning sources that suits the students' learning style. During the implementation of Collaborative Learning, the researcher always monitored the students' work in a group to prevent some-

one's domination. The researcher also tried to encourage the learners during the activity to make them became more challenging with they were doing at that time.

The researcher also propose some suggestions related to enhance students' self-esteem in writing narrative text. The suggestions are addressed to the teacher, the students and the institution. In applying Collaborative Learning in the teaching learning process, the teacher's role will be difficult because he/ she has to be creative to design the activities for the learning process. The teacher needs to design an interesting activity in order to make the learning atmosphere become enjoyable. In the enjoyable situation, the students will absorb the knowledge better and they can explore more ideas in their learning.

Then, in implementing this method, the students need to improve their practices in writing an English text. By practicing, the students can create a better product which has a good content, grammar, organization, vocabulary and mechanic. Finally, to help the teacher teach the students well, the institution need to support the teacher by providing enough facilities in the classroom

BIBLIOGRAPHY

Barthes, R. (1977). *Image Music Text*. Great Britain: Fontana Press.

Burns, A. (1999). *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.

- Elliot, S. N., Kratochwill, T. R., Cook, J. L., Travers, J. F. (2000). *Educational Psychology: Effective Teaching, Effective Learning* (3rd ed.). New York: McGraw-Hill Higher Education.
- Guindon, M. H. (2010). *Self-Esteem Across The Lifespan: Issues and Interventions*. New York: Routledge.
- Hill, S., Hill, T. (1990). *The Collaborative Classroom: A Guide to Co-operative Learning*. Australia: Eleanor Curtain.
- Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition; A practical approach*. Rowley, MA: Newbury House.
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar*. Sydney. University of New South Wales Press Ltd.
- Koshy, V. (2005). *Action Research for Improving Practice A Practical Guide*. Trowbridge, Wiltshire, Great Britain: Cromwell Press.
- Linse T, Caroline. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw Hill Companies, Inc.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. UK: Cambridge University Press.
- Schmidt, K. (2002). Classroom Action Research: A Case Study Assessing Students' Perceptions and Learning Outcomes of Classroom Teaching Versus On-line Teaching. *Journal of Industrial Trial Education*. Volume 40, Number 1.