

Cooperative Model Approach to Student Achievement in Malay Essay Writing

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Abstract

This study was carried out to see the effectiveness before and after the use of the cooperative model approach on the achievement of students in writing summary essays in Malay. In addition, this study was also carried out to analyse the differences that existed before and after the use of the cooperative model on the achievement of students in the writing of summary essays in Malay. A total of 30 respondents consisting of students from a 4th-grade class were involved in implementing this study as a sampling purpose. This study uses cognitive development theory as a guide in cultivating 21st-century learning practices (PAK-21) in the classroom. This study uses a descriptive quantitative method in the form of a test. 30 sets of pre and post-test questions were given to all respondents involved as an instrument in this study. The data for the pre-and post-test instruments were analysed using the Statistical Package for Social Science (SPSS) software. The results of the study found that there is a significant relationship between students' achievement in the writing of summary essays in Malay before and after the use of the cooperative model approach. The results of the study also show that there is a positive development in the performance of students in writing summary essays in Malay after the cooperative model approach is applied (mean=88.40). This indirectly proves that the use of the collaborative model approach is relevant and able to improve the performance of students in the teaching of Malay summary essays. This study is expected to be a reference source for other researchers and Malay language teachers to make teaching activities more creative and effective.

Keywords: achievement, cooperative model approach, Malay language, essays writing, PAK-21,

How to cite: Sulaiman, M. F. & Banseng, S. (2024). Cooperative Model Approach to Student Achievement in Malay Essay Writing. *International Journal of Pedagogy and Learning Community (IJPLC)*, 1(1), 50-56.



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INTRODUCTION

In language teaching, teachers need to be active and creative to foster students' understanding and stimulate their interest in learning the language (Arwin et al., 2022; Jee & Aziz, 2021). Most students find it challenging to learn a new language because they perceive it as difficult and unnecessary (Naim et al., 2020; Sarte et al., 2021). Therefore, Malay language teachers must take responsibility for changing these perceptions by diversifying teaching methods and techniques, particularly in essay writing (Khairunnisa et al., 2022; Takko et al., 2020). In the 21st-century teaching environment, teachers should not only adhere to teaching standards but also

incorporate elements of 21st-century teaching and learning (PAK-21). This approach ensures that information is conveyed effectively and maximizes the learning process.

In addition, in making students capable in various aspects in this all-modern era, students need to be equipped with elements of 21st-century skills such as creativity, innovation, initiative, proactiveness, dynamics, and so on (Arifani et al., 2020; Shafiee-Rad et al., 2023). Thus, teachers need to take the best initiative to design and organize teaching activities that will be done by applying elements of PAK-21. Studies based on PAK-21 in the field of education, especially in the field of the Malay language, have been carried out by several researchers in Malaysia such as studies related to implementation, constraints faced by teachers as well as suggestions for improving the practice of PAK-21 in PdPc (Kara & Abdulrahman, 2022; Yunos, 2015). However, the most recent and more in-depth research related to the implementation, the effectiveness of the PAK-21 method, especially in the writing of summary essays in the Malay language on the achievement of students in PdPc, has not been carried out much by previous researchers it is very difficult for researchers to find references that resemble studies like this to use as a source in this study.

Therefore, a study on the use of the cooperative model on student achievement in making Malay summary essays in secondary schools needs to be highlighted so that information related to its implementation, and its effectiveness on student achievement in school can be known (Fatiani et al., 2021; Janan et al., 2024). After all, the effectiveness of a lesson that is implemented lies in the ability of the teacher to create an atmosphere that allows his students to experience learning that brings the desired results, to use the most effective teaching strategies to maximize the delivery of information to students, and to make the learning experience something enjoyable. Therefore, Malay language teachers in this era, which is the 21st century, should master PAK-21 activities to ensure that students can master all the elements that are taught well to ensure their holistic development as students.

According to Yaacob (2019), language is crucial in the communication process. Kihob & Mahali (2020) conducted a study to visualize the spelling errors in essays written by secondary school students. The study was conducted in the Tuaran District of Sabah. Proficiency in essay writing is a fundamental aptitude that students must acquire in order to excel in the study of Malay language at school. The objective of this study was to examine the different classifications of spelling mistakes made by students while composing Malay essays. This study utilizes the methodology of Content Analysis. The study's findings suggest that students' errors in essays predominantly consist of the insertion, omission, and replacement of letters in loanwords, root words, and derived words. In addition, students are also confused by the spelling of a word that requires it to be written either as a single unit or as separate entities. Moreover, there are inaccuracies in the process of shortening words and a deficiency in the appropriate use of capitalization (Ismail et al., 2023; Ridwan & Hadi, 2022). This study highlights the necessity for enhancing writing skills to match the capabilities of students.

Another study was conducted to enhance students' essay writing skills by utilizing mind maps. The study conducted by Serang et al (2022) aimed to determine the average performance difference between the control and experimental groups in creating mind maps for Malay essays. This selection map was evaluated on a sample of 30 Form Four students at Vocational High (VHS) Malay language, Saratok in Sarawak. The statistical results were gathered using both survey and quasi-experimental methods, and the data was analyzed quantitatively. The study's findings indicate that Form Four students possess a moderately high level of understanding, as evidenced by their knowledge of the names and functions of each introduced mind map. Moreover, the average score of students who were taught using mind maps in the post-test was higher than the average score of students who were taught using cooperative learning, with a difference of 1.8. The rise in the average score of the experimental group in the post-test indicates that instructing students in writing Malay essays using mind maps enhanced their performance in essay writing. This research has the potential to assist Malay language educators in expanding

their instructional methods and enabling students to achieve proficiency in composing Malay language essays. According to the study, PAK-21 demonstrates that it is convenient for making learning enjoyable.

PAK-21 also boosts students' motivation to learn, particularly when the language is acquired as a second language. Sait et al (2023) stated that motivation is an intangible form of internal energy that is not visible to the naked eye. Generally, an individual's motivation can be identified through their actions. Therefore, utilizing this cooperative model enables students to collaborate with their peers in order to generate ideas, express opinions, solve problems, and complete assignments in a methodical and efficient manner. According to Harun's (2022) study, the implementation of the Think-Pair-Share strategy in a cooperative model can improve students' ability to remember information and promote the sharing of knowledge through group discussions before presenting it to the whole class.

In a nutshell, the cooperative model, such as the PAK-21 approach, allows students to participate in both group and pair activities. Participating in such activities can promote indirect interaction and collaboration among students and their peers in the classroom. This situation has the potential to increase students' knowledge and improve their cognitive approach. This is because they will participate in the exchange of opinions and thoughts while performing tasks as instructed by the teacher. Peers in the group who have a high level of expertise and knowledge in the subject being taught will act as mentors to their fellow group members. Therefore, this theory of cognitive development is believed to be linked to the concept, implementation, and progress in the use of the collaborative model.

METHODS

The design of this study employs a quantitative method, using descriptive statistical techniques to assess student achievement before and after using the cooperative model approach in writing summary essays. The quasi-experimental method is also utilized, involving pre- and post-tests. This method facilitates the evaluation of a program's effectiveness when study respondents cannot be randomly assigned. Data was obtained from the pre- and post-tests completed by fourth-grade students. The data was analysed by examining the improvement or decline in student achievement through the percentage of marks obtained. These marks were evaluated based on accurate content and the correctness and relevance of the sentences related to the given themes. This study is based on the theory of cognitive development introduced by Lev Semenovich Vygotsky in Clabaugh (2010), which states that the learning process is more effective when students learn cooperatively with others and receive guidance from others.

FINDING AND DISCUSSIONS

Finding

This section discusses the results of the study. The data collected was analysed using the Paired T-Test to determine the difference in mean achievement between the pre-test and post-test conducted among fourth-grade students. The results of this analysis also address the research questions of the study. Therefore, Figure 1, Table 1.1, and Table 1.2 are used to illustrate the differences between the pre-test and post-test results.

Analysis of Differences Before and After Using the Cooperative Model Approach in Pre- and Post-Tests in Summary Essay Writing

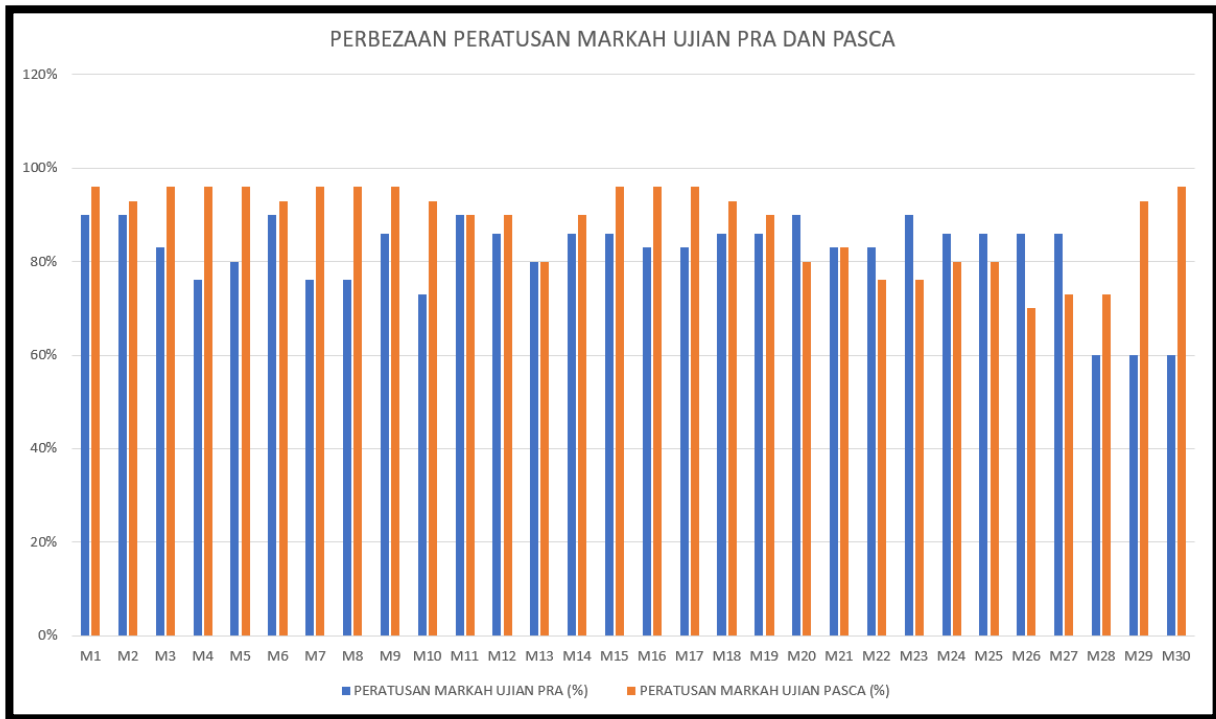


Figure 1: Pre and Post Test Score Percentage Difference

Figure 1 above shows the difference in scores that exist for the pre-and post-test among students for a class from form four in a secondary school in Kerian district, Perak. Based on the diagram above, 20 students successfully showed improvement in their performance in the post-test that was conducted. The improvement in the performance of these students is as much as 66 percent and these students have successfully demonstrated their ability and understanding so that they can obtain better results in writing summary essays after the application of the cooperative model approach in the teaching and learning activities of the Malay language summary. Next, the researcher found that only two students obtained the same achievement in the pre-test and post-test that had been conducted, namely M13, and M21 where M13 obtained a score of 80 percent while M21 obtained a score of 83 percent. However, there was also a drop in achievement by seven students after the post-test was completed, namely M20, M22, M23, M24, M25, M26, and M27. The drop in performance of the students in this post-test is as much as 23 percent. Although the application of the cooperative model approach is used in the writing of summary essays, the researcher found that the approach used is still not able to ensure that all students can understand, and implement the writing of summary essays better than before its application. However, the amount of decline in students' performance in the post-test is not seen to be too significant because the number of students who can improve their performance in the post-test is more dominant and this shows that the application of the cooperative model approach in writing summary essays is still relevant and shows a positive impact on achievement students in addition to making students comfortable and easy to learn how to write summary essays correctly.

Mean Scores and Standard Deviations for Pre- and Post-Test Achievement

Table 1 Mean Score and Standard Deviation for Pre- and Post-Test Achievement

Skor Min dan Sisihan Piawai					
		Min	N	Sisihan Piawai	Ralat Piawai
Pasangan 1	PASCA	88.40	30	8.677	1.584
	PRA	81.40	30	8.629	1.575

Table 1.1 shows the mean score and standard deviation for the pre-test and post-test achievements. The post-test results indicate a significant improvement, with an average increase of 88.40%. The standard deviation, calculated using SPSS (Statistical Package for Social Science) software, increased by 8.677. Overall, student achievement improved after applying the cooperative model approach in writing summary essays compared to their achievement before its application.

Table 2 Differences in Differences in Pre- and Post-Test Achievement

Test	Mean	Standard Deviation	t	Sig. (2-ended)
Pre-Post	7.000	13.025	- 2.944	< 006

Table 1.2 shows the results of the difference analysis for the pre-test and post-test using SPSS (Statistical Package for Social Science) software. The analysis found that the mean difference between the pre-test and post-test was 7.000%, with a standard deviation of 13.025. The results indicated a significant difference ($t(30) = -2.944$, $p < 0.06$). Therefore, this difference has rejected the first hypothesis of the study (H_0) and accepted the second hypothesis (H_1). This clearly demonstrates that the application of the cooperative model approach in writing Malay summary essays has a positive impact, as evidenced by the increase in student achievement. The analysis results show a high mean score of 88.40 after applying the cooperative model approach, compared to a mean score of 81.40 before its application.

Discussion

The study conducted regarding the cooperative model approach to student achievement in writing summary essays has its implications. The research indicates that this approach has a positive overall impact. The use of the cooperative model in writing summary essays helps students better understand the lesson content provided by their teachers. Furthermore, the cooperative model approach creates a more conducive learning environment, increasing students' interest in the material and their active involvement in assignments. This is supported by Che-In & Zakaria (2017), who stated that the cooperative method is effective in the learning process, enhancing student interest and building self-confidence. Additionally, the cooperative model fosters a fun learning environment where students can share ideas and guide each other, ensuring that knowledge related to writing summary essays is equally distributed (Benlahcene et al., 2020; Saravanan et al., 2021). The positive impact is evident in the post-test results, clearly demonstrating that the cooperative model approach is relevant and should be more widely used by teachers, especially in teaching Malay.

Therefore, studies related to the cooperative model approach need to be increased, especially in teaching various sub-fields of the Malay language. Such research is important to evaluate the effectiveness of the cooperative model in creating a more engaging and effective teaching and learning environment, ultimately improving student achievement over time (Adusei & Atteh, 2022; Maulidah & Aziz, 2020). Educators should update their teaching techniques or methods by incorporating different models, such as the cooperative model, instead of relying solely on conventional methods. This can help determine whether the new model is suitable and capable of enhancing the classroom environment and maximizing information delivery to students. Further research that could extend this study includes the effectiveness of applying such model in open response essays. This topic is particularly interesting because it evaluates the cooperative model's effectiveness in writing open-response essays and its impact on student achievement. By conducting such research, it can be assessed whether the cooperative model leads to improved student performance in writing open-response essays.

CONCLUSION

In conclusion, there is a significant relationship between student achievement in the pre-test and post-test for writing summary essays in Malay, both before and after the application of the cooperative model approach. If the cooperative model approach in teaching essay writing does not maximize student understanding, it will negatively affect post-test achievement. The conventional method showed lower student performance in the pre-test compared to the post-test, indicating that students better understood the material when taught using the cooperative model approach. This approach not only improves student performance but also increases their active involvement in assignments. The cooperative model emphasizes teamwork, requiring each group member to collaborate, complete tasks within a set period, and ensure equal knowledge acquisition. This strategy fosters a more productive and cheerful classroom atmosphere. Despite various challenges, teachers and students can successfully implement and benefit from this activity. The cooperative model approach also creates a more interactive learning environment, helping students understand the teaching context and write summary essays more effectively. It encourages students to be more active in their tasks. Therefore, it is hoped that studies related to the cooperative model approach will be intensified, whether in Malay language teaching or other subjects. This effort aligns with the National Education Philosophy, ensuring its realization in our country's education system today and in the future.

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