Implementation of Cooperative Learning Model Towards Improving Writing Competence Student Argumentation Discourse Text Class XI State Vocational School 1 Lolofitu West Nias

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ABSTRACT

This study aimed to(1). To determine students' ability to write argumentative discourse before being taught using the cooperative learning model; (2). To determine students' ability to write argumentative discourse after being taught using the cooperative learning model (3). to determine whether the application of the cooperative learning model has a significant influence on students' ability to write argumentative discourse in class. The population in this study was a class. The sample consisted of 30 Xi students. This study used an experimental method with a test instrument for the ability to write argumentative discourse. This test was tested 2 (two) times, namely, pretest and posttest. After each sample took the pretest, they were given treatment using the cooperative learning model, then given another test (posttest), and the scores were compared with each other. Comparative analysis uses the "t" test. Based on the data analysis techniques, it can be concluded that the pretest results, namely before the cooperative learning treatment, had an average score of 63.3, which is still low. Furthermore, the post-test results of students who were taught using the cooperative learning model received a high average score of 79.2. This shows that the use of the cooperative learning model has a significant influence on improving the ability to write argumentative discourse by class XI students at SMK Negeri 1 Lolofitu, West Nias Regency, Academic Year 2024-2025.

Keywords: Cooperative Learning, Writing, Argumentative Discourse

I. INTRODUCTION

Language skills include four things, namely: speaking skills, listening skills, reading skills and writing skills. Writing skills had a significant influence on education. Writing is an activity of pouring ideas into written form so that readers can understand the meaning that the writer wants to convey. In Indonesian language lessons, writing skills are skills that must be achieved by every student, but there are still few students who are skilled/able to write, especially in writing argumentative discourse.

Writing as a language skill is a productive activity. Writing is an indirect communication activity that requires thinking, which is difficult. Writing skills are an inseparable part of the learning process experienced by students while studying at school. Writing requires expertise, therefore, continuous practice is necessary.

The current phenomenon in writing learning in schools, especially in SMK Negeri 1 Lolofitu, West Nias Regency, from the results of a survey conducted by researchers shows that the quality of writing learning for students in class XI is still relatively low. This can be observed the average class value.

for argumentative discourse writing lessons which only reached 63.3 (the minimum learning completion standard for Indonesian language and literature subjects at SMK Negeri 1 Lolofitu is 70). According to the results of the researcher's observations, the low argumentative discourse writing skills of class XI students of SMK Negeri 1 Lolofitu are specifically caused by several factors namely, these factors can come from within the students (intrinsic) or from outside the students (extrinsic) that interact with each other. Among extrinsic factors, teachers play an important role in improving students' writing skills.

Teachers must be able to apply the right learning strategies or models in the learning process so that the objectives of learning can be achieved. In accordance with the decision of the Commission on Education for the "21" Century, which recommends that in making education a success there are four strategies: one of which is: Learning to be together, which includes how the school community, especially students, are interdependent with each other, so that they are able to compete healthily and work together and are able to respect others, so

that they are able to compete healthily and work together and are able to respect others, so that they are able to compete healthily and work together and are able to respect others (Suprijono, 2021;15Referring to this concept, it is clear that teachers are required to use a variety of learning models that build cooperation between students in the learning process.

In reality, many students still have difficulty in writing argumentative paragraphs. This is in accordance with what was stated by one of the Indonesian Language and Literature teachers in XI State Vocational School 1, Lolofitu when met after teaching. He said that, so far, students still have difficulty writing argumentative paragraphs compared to writing other types. Most students do not understand argumentative writing and are often mixed with narratives. In addition, the development of ideas and the emergence of arguments are still lacking, and sometimes no arguments appear. Additionally, teachers have never applied techniques to overcome this problem. Writing learning, especially argumentative writing, has so far been carried out using a conventional approach in wich the teacher explains the material and students are immediately asked to practice writing.

These problems must be addressed to overcome them. The Indonesian language teacher XI State Vocational School 1 Lolofitu agreed that it is necessary to find an effective learning technique to improve students' argumentative writing skills. Several learning methods can be used to improve argumentative writing skills, but each method has a different level of effectiveness. Therefore, it is necessary to develop an effective method for improving students' writing skills. This effective method is expected to make students more comfortable following Indonesian language and literature lessons.

Based on the description above, a teacher is required to have the ability to use variations of learning models because the teacher is the one who plays a role in managing the class to be conducive and able to encourage students to actively learn. One learning model that can involve students is the cooperative learning model. The Cooperative learning model is one way of delivering materials where students are divided into small groups of members to 4-5 students in a heterogeneous manner, which begins with the delivery of learning objectives, delivery of material, group activities, quizzes, evaluations, and group awards.

Slavin (in Purnama and Meini, 2021:3) stated that in this learning model, students are placed in learning teams of to 4-5 people who are mixed according to achievement level, gender, and ethnicity. The teacher presents the lesson, and then the students work in their teams to ensure that all team members have mastered the lesson. Then, all students were given a test on the material during this test, they were not allowed to help each other.

The use of the cooperative learning model in this study was based on the fact that this learning model is part of cooperative or group learning. The teacher was only a facilitator, and the implementation was carried out by students in groups. Each group is led by one of the students, who is selected based on their level of achievement, so that they are free to discuss lesson materials that have not been understood. The discussion runs in multiple directions so that students' creativity develops. Therefore, this cooperative learning model is capable of improving students' argumentative discourse writing skills.

Based on the problems above, the researcher is interested in conducting research on "Implementation of the Cooperative Learning Model to Improve the Competence of Writing Argumentative Discourse Texts of Class XI Students of SMK Negeri 1 Lolofitu, West Nias Regency in the 2024-2025 Academic Year."

II. METHODS

This study uses an experimental method to determine whether there is an influence between the variables that have been determined according to the research title.

The experimental design was a one-group pre-test post test design. This is in accordance with the opinion of Arikunto (2010:12) who said "one group pre-test post test design" is an experiment carried out on one group without a comparison group.

In providing treatment in this study, there were no other factors besides the implementation of the cooperative learning model. All samples received the same treatment in this study. In this study, two measurements were performed in the experimental unit. The first measurement was conducted before the implementation of the cooperative learning model called the pre-test (O1). The second measurement was after the implementation of the cooperative learning model, called the post-test (O2).

Table 1. Research Design

Class	Preliminary Test (pre-test)	Treatment	Final test (post-test)
Experiment	O1	X	O2
Control	d3	-	d4

Information :
O1   : Pre-test administration
X   : Cooperative learning model
O2   : Post-test administration
d   :Supervision-Control

Population
According to Arikunto (2010:130) "Population is all research subjects".
Thus, the population in this study was all class XI students of SMK Negeri 1 Lolofitu, West Nias Regency, in the 2024-2025 academic year, totalling three classes, as shown in the following table:

Table 2. Population Research

No	Class	Number of students
1	XI-TKJ	30 students
2	XI- OTKP	37 students
3	XI- ATPH	35 students
	AMOUNT	102 students

According to Arikunto (2010:131), the research sample was a small group taken from the population.
Thus, the sample is a portion of the population being studied. Here the author takes a portion of the population using random or class random techniques, which is done in the following manner:
1. Prepare a small roll of paper with writing on it.
2. Then the roll of paper is put into the tube
3. After that, a draw was held to take one roll of paper.
4. The paper rolls taken as samples were taught using the cooperative learning model.
The selection of this technique was based on a concept facilitates the implementation of a cooperative learning model. After conducting a lottery, the study sample comprised 30 students who were taught using the cooperative learning model.

Table 3. Sample Research

No	Class	Number of students
1	XI-TKJ	10 students
2	XI- OTKP	10 students
3	XI- ATPH	10 students
	AMOUNT	30 students

Data Collection

To obtain the data, a technique is needed in collecting the data. The steps for collecting data in this study were as follow:

Provide students with argumentative discourse writing ability tests with the following predetermined assessments. To determine the effect of implementing the cooperative learning model type of students team achievement division (STAD) on the ability to write argumentative discourse, the following standard scores were used:

Table 4. Assesment Category

No	Assessment Score	Category	Letter Categories
1	Score 85-100	Very good	A
2	Score 70-84	Good	B
3	Score 56-69	Enough	C
4	Score 40-55	Not enough	D
5	Score 0-39	Very less	E

Data Analysis

After the questions given to the students have been collected in their entirety, the next step is to process the data using statistical methods, wich are collected, arranged, presented, and analyzed in the form of a table containing numbers with statistical formulas.

III.   RESULTS AND DISCUSSION

A. *Research Result*

I.   Data Presentation

After the data from this study were collected, the next step was the data analysis. This study was an experimental study that compared the pretest results (before being taught using the Cooperative Learning model) and the pretest results (after being taught using the Cooperative Learning model) given to students in the XI State Vocational School 1 Lolofitu, West Nias Regency, 2024-2025 academic year. Thirtye students participated in the study was 30 students.

After being taught using the cooperative learning model, students were then given another individual test (post-test) to see whether the application of the student team achievement type cooperative learning model had a significant effect on improving students' ability to write argumentative discourse.

These data were obtained when providing a pre-test of argumentative discourse writing skills, namely, before being taught using a cooperative learning model. The data are describe as follows:

Table 5. Frequency Distribution of Pre-test Results

Mark	F	FX	X (X-$\overline{X}$)	X2	Fx2
50	3	150	-13.30	176.9	530.7
55	4	220	-8.30	68.9	275.6
57	3	171	-6.30	39.7	119.1
60	5	300	-3.30	10.9	54.5
65	2	130	1.70	2.9	5.8
67	4	268	3.70	13.7	54.8
68	1	68	4.70	22.1	22.1
70	3	210	6.70	44.9	134.7
71	1	71	7.70	59.3	59.3
75	2	150	11.70	136.9	273.8
80	1	80	16.70	278.9	278.9
81	1	81	17.70	313.3	313.3
	30	1899			2122.6

The table above then calculates the average value and standard deviation. From this calculation, the average value (mean) was obtained as = 63.3, standard deviation = 8.55, and standard error = 1.58. Based on these calculations, it can be classified into three categories: good, sufficient, and lacking. The provisions for categorizing data are listed in the following table:

Table 6. Identification of Pre-test Value Tendencies

Assessment Score	Fabsolute	Freelative	Category
Score 85 - 100	0	0%	Very good
Score 70 – 84	8	26%	Good
Score 56 – 69	15	50%	Enough
Score 40 – 55	7	24%	Not enough
Score 0 – 39	0	0%	Very less
	30	100%	

Based on the table above the pre-test scores given, namely writing argumentative discourse based on the research results, are included in the good category for eight students (26%), sufficient for 15 students (50%), and lacking for seven students (24%).

These data were obtained by providing a post-test on the ability to write argumentative discourse after being taught using a cooperative learning model. The data are describe as follows:

Table 7. Frequency Distribution of Post Test Results

Mark	F	FX	X (X-$\overline{X}$)	X2	Fx2
63	1	63	-16.20	262.4	262.4
67	1	67	-12.20	148.9	148.9
70	3	210	-9.20	84.7	254.1
72	1	72	-7.20	51.8	51.8
75	5	375	-4.20	17.6	88
77	5	385	-2.20	4.8	24
78	1	78	1.20	1.4	1.4
80	1	80	0.80	0.6	0.6
83	1	83	3.80	14.4	14.4
84	1	84	4.80	23.0	23.0
85	2	170	5.80	33.6	67.2
87	2	174	7.80	60.8	121.6
88	4	352	8.80	77.4	309.6
90	1	90	10.80	116.6	116.6
92	1	92	12.80	163.8	163.8
	30	2375			1647.4

From the above calculation, the average value (mean) was obtained as = 79.2, standard deviation = 7.53, and standard error = 1.39. Based on these calculations, it can be classified into three categories: very good, good, and sufficient. The provisions for categorizing data are as follows:

Table 8. Identification of Pre-test Value Tendencies

Assessment Score	Fabsolute	Freelative	Category
Score 85 - 100	10	33.3%	Very good
Score 70 – 84	18	60%	Good
Score 56 – 69	2	6.7%	Enough
Score 40 – 55	0	0%	Not enough
Score 0 – 39	0	0%	Very less
	30	100%	

Based on the table above, the post-test scores given, namely writing argumentative discourse based on the research results, were included in the very good category for 10 students (33.3%), good for 18 students (60%), and sufficient for two students (6.7%).

Data analysis to determine the effect of the implementation of the cooperative learning model was sought by conducting hypothesis testing. Based on the calculations that have been performed, it is known that t0> ttable, namely 7.57> 2.04, then the null hypothesis (H0) and the alternative hypothesis (Ha) are accepted. This proves that the implementation of the cooperative learning model significantly improves students' argumentative discourse writing skills.

The analysis is conducted with the requirement that the researched population is normally distributed and that the variation of the groups forming the sample is homogeneous. Thus, in this study, normality and homogeneity tests were the basis for the validity of the data analysis.

B. *Normality Test*

To test for normality, the Lilieofers test was used. The following is a table of the normality test results of the pre-test.

Table 9. Normality Test of Pre-Test Results

No	X1	F	Fkum	Zi	f(Zi)	S(Z)	[F(Zi)-S(Zi)]
1	50	3	3	-1.55	0.06	0.1	0.04
2	55	4	7	-0.97	0.16	0.23	0.13
3	57	3	10	-0.73	0.23	0.33	0.01
4	60	5	15	-0.38	0.35	0.5	0.15
5	65	2	17	0.19	0.12	0.56	<u>0.44</u>
6	67	4	21	0.43	0.66	0.7	0.04
7	68	1	22	0.54	0.70	0.73	0.03
8	70	3	25	0.78	0.78	0.83	0.05
9	71	1	26	0.90	0.81	0.86	0.05
10	75	2	28	1.36	0.91	0.93	0.01
11	80	1	29	1.95	0.97	0.96	0.01
12	81	1	30	2.07	0.98	1	0.02

Based on the table above, we obtain Lhitung = 0.44, using $\alpha = 0.05$, and N = 30, and the critical value through the Liliefors test is obtained as Ltable = 0.0161. It turns out that Lcount < Ltable, namely 0.44 < 0.161, and it can be concluded that the data are normally distributed.

To test for normality, the Lilieofers test was used. The following is a table of normality tests for the post-test results.

Table 10. Normality Test of Post Test Results

No	X1	F	Fkum	Zi	f(Zi)	S(Z)	[F(Zi)-S(Zi)]
1	63	1	1	-2.15	0.01	0.03	0.02
2	67	1	2	-1.62	0.05	0.06	0.01
3	70	3	5	-1.22	0.11	0.16	0.05
4	72	1	6	-0.95	0.17	0.2	0.03
5	75	5	11	-0.55	0.20	0.36	<u>0.16</u>
6	77	5	16	-0.29	0.38	0.53	0.15
7	78	1	17	-0.15	0.44	0.56	0.12
8	80	1	18	0.10	0.53	0.6	0.07
9	83	1	19	0.50	0.69	0.63	006
10	84	1	20	0.63	0.73	0.66	0.07
11	85	2	22	0.77	0.77	0.73	0.04
12	87	2	24	1.03	0.84	0.8	0.04
13	88	4	28	1.16	0.87	0.93	0.06
14	90	1	29	1.43	0.92	0.96	0.04
15	92	1	30	1.69	0.95	1	0.05

Based on the table above, we obtain Lhitung = 0.16, using α = 0.05, and N = 30, and the critical value through the Liliefors test is obtained as Ltable = 0.161. It turns out that Lcount < Ltable, namely 0.16 < 0.161, and it can be concluded that the data are normally distributed.

C. Homogeneity Test

Homogeneity testing is a test of the similarity between two variances to determine whether a sample comes from a homogeneous population. The criteria for testing normality and homogeneity were established previously, and the requirements for data analysis were data with a homogeneous population norm and variance distribution. After the results toobtained, the next step is to consult the value that has been obtained with the "t" table at a significance level of 5% with degrees of freedom (df) = N-1 = 30-1 = 29, then the significance level of 5% is 2.04. Based on the to and t table values that have been obtained, it is known that t0> t table, namely 7.57> 2.04. Therefore the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. This proves that the application of the cooperative learning model has a significant influence on improving students' ability to write argumentative discourses.

D. *Findings*

Based on the results of the research conducted by the author, the following findings were obtained:

1. Students' ability to write argumentative discourse before the cooperative learning model or pre-test was applied had an average score of 63.3. After applying the cooperative learning model or the post-test, the average score was 79.2. This shows that there was a significant increase in students' argumentative discourse writing after the cooperative learning model was applied.
2. The normality test of the pre-test results, namely Lhitung < Ltabel (0.04 < 0.161), proves that the pre-test is normally distributed. The results of the post-test normality test, Lhitung < Ltabel, namely 0.16 < 0.161, also prove that the post-test is normally distributed.
3. The results of the homogeneity test also proved that the research sample came from a homogeneous population. The results of the homogeneity test were as follows Fcount < Ftable or 1.29 < 1.84.
4. The results of the hypothesis test, namely to> ttable, namely: 7.57> 2.0, prove that the alternative hypothesis (Ha) is accepted. Which states that the application of the cooperative learning model has a significant influence in improving the ability to write argumentative discourse of class students.XI State Vocational School 1 Lolofitu, West Nias Regency, 2024-2025 academic year.

E. *Discussion*

The cooperative learning model is a group learning model consisting of to 4-5 people. The formation of the group was based on the level of achievement, gender, ethnicity, and background of the students. During the study, the researcher formed groups of students who were taught based on their level of achievement. This is intended so that learning objectives can be achieved, because when students are studying in groups, they are required to help each other during the learning process.

The learning process using the cooperative learning model can improve the ability to write argumentative discourse because the cooperative learning model involves cooperation between students; namely, students are formed into a group based on their level of achievement, and then students discuss matters related to argumentative discourse, which is inseparable from the researcher's perspective as a teacher who provides lessons on writing argumentative discourse. After students have finished discussing and all group members have been confirmed to have understood the concepts of argumentative discourse, students are individually given another test on their ability to write argumentative discourse.

The aspects of assessing the ability to write argumentative discourse include:
1. Suitability of the contents of the discourse with the theme of the discourse
2. Delivering arguments appropriately and logically
3. Presentation of facts
4. Accuracy in drawing conclusions
5. Coherence between sentences
6. Accuracy of language use, punctuation.

After the data are processed, the students' ability to write argumentative discourse is known. The following is a description of the assessment aspects obtained during the pre-test and post-test.

Table 11. Differences in Argumentative Discourse Writing Ability Scores Pretest and Post Test

No	Indicator	Achievement of Assessment aspects		Average		Difference
		Pre-test	Post test	Pre-test	Post test	
1	Suitability of the contents of the discourse with the theme of the discourse	490	600	16.3	20	3.7
2	Argument delivery	555	750	18.5	25	6.5
3	Presentation of facts	320	405	10.7	13.5	2.8
4	Accuracy in drawing conclusions	230	279	7.6	9.3	1.7
5	The integration between the sentences presented	205	225	6.8	7.5	0.7
6	Accurate use of language and punctuation	103	116	3.4	3.8	0.4

The table above shows the difference between the pre-test and post-test scores given to the research sample. It is clear that the use of cooperative learning models has a significant influence in improving the ability to write argumentative discourse in class students.XI State Vocational School 1 Lolofitu, West Nias Regency, 2024-2025 academic year. Thus, cooperative learning models can be used as an alternative learning method that can improve students' ability to write argumentative discourse.

To further clarify the improvement in students' argumentative discourse writing skills, the following will explain the acquisition of ability scores.writing students' argumentative discourse before and after being taught using the cooperative learning model.

As explained above, students' ability to write argumentative discourse before being taught using the cooperative learning model received an average score that was still low (63.3). The following explains the students' scores before being taught using the cooperative learning model.

1) Conformity of the content of the discourse with the theme of the discourse
   The content of the discourse in accordance with the theme is the first aspect that becomes the assessment score, which is done to determine whether students write argumentative discourse according to the theme discussed in order to influence readers. Based on the results of the research conducted, students obtained a score of 490 on the aspect of assessing the suitability of the content with the theme, with an average score of 16.7. The results of the study prove that students' score acquisition on the suitability of the content with the theme is not optimal.

2) Delivering arguments appropriately and logically

The next aspect of assessment is the delivery of arguments that influence readers. The research data prove that, in this aspect, students get a score of 555 with an average of 18.5. The students' score in this aspect was also not optimal.

3) Presentation of facts

In addition to these two aspects, the next aspect of assessment is the delivery of the facts presented. The presentation of facts and delivery of arguments are the most important aspects of argumentative discourse. This is because argumentative discourse aims to influence readers by presenting evidence and facts that can prove true. Based on the research that has been conducted, the data obtained show that the student's score is still not optimal, namely 320, with an average of 10.7.

4) Accuracy in Making Conclusions

The fourth aspect of the assessment of students' argumentative discourse writing ability is the accuracy of their conclusions. The conclusion is the core of discourse and is included at the end of the discourse. The conclusion of the discourse must be in accordance with the theme and arguments presented in order to influence the reader. Based on the data obtained during the study, the score obtained by the tudents in this aspect was 230, with an average of 7.6. The score assessment was included in the good category.

5) The integration between the sentences presented

The integration of one sentence with another is the next aspect of the assessment. In a good argumentative discourse, the sentences presented must be coherent with other sentences so that the author's goal of conveying the argument presented can be achieved optimally. Based on the results of the research conducted, the score obtained by the students reached 205, with an average of 6.8.

6) Accurate use of language and punctuation

The last aspect assessed in this argumentative discourse writing ability test was the accuracy of the use of EYD. The assessment aspect of this aspect is the use of language and punctuation. The data obtained in this aspect after conducting the research were 103, with an average of 3.4; this score is still not good.

The Cooperative Learning Model involves students in learning activities. During the learning process, students discuss the concepts of argumentative discourse so that their understanding is broader.

The following is an explanation of the scores obtained by the students after using the cooperative learning model:

1) Conformity of the content of the discourse with the theme of the discourse

The content of the discourse in accordance with this theme is the first aspect that becomes the assessment score. The data obtained during the study showed that the number of students increased to 600, with an average of 20. This score is the maximum score obtained from the specified assessment criteria. This proves that the application of the cooperative learning model can improve students' ability to write argumentative discourse according to a specified theme.

2) Delivering arguments appropriately and logically

The next aspect of assessment is the delivery of arguments that influence readers. The research data prove that, in this aspect, students get a score of 750 with an average of 25. The student's score in this aspect is already maximum, which proves that cooperative model discussion activities can increase students' insight in conveying their arguments.

3) Presentation of facts

The presentation of facts and delivery of arguments are the most important aspects of argumentative discourse. Based on the research conducted, the data obtained show that the student's score is quite hight at 405, with an average of 13.5.

4) Accuracy in Making Conclusions

The fourth aspect of the assessment of students' argumentative discourse writing ability is the accuracy of making conclusions. The score obtained by the students in this aspect was 279, with an average score of 9.3. Although during the pre-test, students had achieved good scores, after the cooperative learning model was implemented, their achievements increased to reach the very good category.

5) The integration between the sentences presented

In greeting a good argumentative discourse, the sentences presented must be coherent with other sentences so that the author's goal of conveying the arguments presented can be achieved optimally. Based on the results of the research conducted, the score obtained by the students reached 225, with an average of 7.5. This proves that there is an increase in students' abilities after the cooperative learning model is applied.

6) Accurate use of language and punctuation

The last aspect assessed in this argumentative discourse writing ability test was the accuracy of the use of EYD. In this aspect, it will be seen how far students' mastery of language and punctuation is. The data

obtained after conducting the research were 116, with an average value of 3.8. In this aspect, there was no significant influence, but there was still an increase in the students' scores.

After conducting the research, all data were processed using statistical calculations. Finally, a conclusion was obtained, namely that there is an influence of the application of cooperative learning models on improving students' argumentative discourse writing skills.

The improvement in students' argumentative discourse writing ability is proven by the average score of students, namely, before being taught using the cooperative learning model, they obtained a score of 63.3. After being taught using the cooperative learning model in writing argumentative discourse, the students' average score increased to 79.2. This shows that the cooperative learning model of the cooperative type has a significant effect on improving students' argumentative discourse writing ability.

IV. CONCLUSIONS

Based on the research results, data analysis, and statistical tests in Chapter IV, the students' ability to write argumentative discourse before being taught using the cooperative learning model obtained an average score of 63.3. After being taught using the cooperative learning model, the students' ability to write argumentative discourse obtained an average score of 79.2. Students' argumentative discourse writing ability increased after being rooted in the Cooperative Learning model, with an increase percentage of 15.7%. This proves that there is a significant influence on improving the ability to write argumentative discourse by using the cooperative learning model.

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