

**THE EFFECTIVENESS OF LEARNING TOGETHER
(LT) IN TEACHING WRITING AT MA MA'ARIF AL-
MUKARROM**

THESIS

**Presented to State Institute of Ponorogo
in Partial Fulfillment of the Requirement for the Degree of
Sarjana in English Language Teaching Department**



By

NUR SHOFYA WIRANTI
NIM.204190031

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2023**

ABSTRACT

Wiranti, Nur Shofya, 2023. *The effectiveness of Learning Together (L.T) in Teaching Writing at MA Ma'arif Al-Mukarrom*. Thesis, English Language Teaching Department, Tarbiyah Faculty, State Islamic Institute of Ponorogo. Advisor Winantu Kurnianingtyas, M.Hum.

Keywords: *Teaching Strategy, Learning Together (L.T), and Teaching Writing.*

Writing is a language skill that is difficult to master. However, this skill is tends to be ignored and only considered as part of grammar and syntax. As a result, students do not master writing skills well. Students often make writing errors. This includes mistakes in writing punctuation marks and problems while arranging words into a sentence, making mistakes in verb forms and still using improper vocabulary choices. Therefore, students need learning strategies that can help them achieve goals in learning writing. One strategy that can be used to teach writing is Learning Together (L.T). Learning Together (L.T) organizes students to work in groups, so students can exchange ideas in writing. In addition, students will find it easier to understand learning material with the help of their group mates.

This study aimed to determine whether there were differences in the results of students who taught using Learning Together (L.T) and those who were not. Therefore, the researcher formulated the problem “Is there any

significant difference in students' writing skills between those who taught using Learning Together (LT) and who were not?"

This study used a quantitative research design with quasi-experimental. In quasi-experimental, the class is divided into two classes. The sample of this research was XI Grade of MA Ma'arif Al-Mukarrom. The researcher used XI grade science as the experimental class and XI grade social as the control class. The data collection technique in this study used a test and documentation. Meanwhile, the data analysis technique used normality test, homogeneity test and hypothesis test. The hypothesis testing was tested using a paired sample t-test with the help of the SPSS application.

The results of this study, it was found that the average score in the experimental class was 77.13. Meanwhile, the average score in the control class was 69.7. From these results it can be seen that there is a difference in the average score between the experimental class and the control class. Then, from the results of the paired sample t-test, a significance value of 0.000 was obtained. Therefore, the significance value is lower than 0.05 ($0.000 < 0.05$). So, it can be concluded that there are significant differences in students' writing skills between those who are taught using learning together and those who are not.

PONOROGO

APPROVAL SHEET

This is to certify that *sarjana*'s thesis of:

Name : Nur Shofya Wiranti

Student Number : 204190031

Faculty : Tarbiyah and Teacher Training

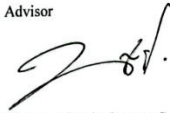
Department : English Language Teaching

Title : The Effectiveness of Learning Together (L.T) in Teaching Writing at MA

Ma'arif Al-Mukarrom

has been approved by the advisor and is recommended for thesis examination.

Advisor



Winantu Kurnianingtyas S.A. M.Hum
NIP. 198211072011012009

Date 08 June, 2023

Acknowledged by
Head of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Dr. Dhimuk Puspita Kirana, M.Pd.
NIP. 198303272011012007



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO**

RATIFICATION

This is to certify that *sarjana's* thesis of:

Name : Nur Shofya Wiranti
Student Number : 204190031
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : The Effectiveness of Learning Together (LT) in
Teaching Writing at MA Ma'arif Al-Mukarrom

Has been approved by the board of examiners on:

Day : Wednesday
Date : 13 September 2023

and has been accepted as the requirement for degree the *sarjana pendidikan* on:

Day : Monday
Date : 18 September 2023

Ponorogo, 18 September 2023

Certified by

Dean of Tarbiyah and Teacher Training

State Islamic Institute of Ponorogo



Dr. H. Munir, Lc., M.Ag.

NIP. 06807051999031001

Board of Examiners

1. Chairman : Dra. Hj. Aries Fitriani, M.Pd.
2. Examiner I : Dr. Dhinuk Puspita Kirana, M.Pd.
3. Examiner II : Winantu K.S.A., M.Hum.

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Nur Shofya Wiranti
NIM : 204190031
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : The Effectiveness of Learning Together (L.T) in Teaching Writing at MA
Ma'arif Al-Mukarrom

dengan ini, menyatakan yang sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 08 Juni 2023

Yang Membuat Pernyataan

A blue official stamp from the Indonesian Ministry of Education, Culture, and Higher Education (KEMDIKBUD) is visible. The stamp contains the text 'KEMDIKBUD', 'MUTLUKAT', 'TIMPUL', and a unique identification number '09019AKK380350026'. A handwritten signature in black ink is written over the stamp.

Nur Shofya Wiranti
NIM. 204190031

SURAT PERSETUJUAN PUBLIKASI

Saya yang bertanda tangan dibawah ini:

Nama : Nur Shofya Wiranti
NIM : 204190031
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : The Effectiveness of Learning Together (L.T) in Teaching Writing
at MA Ma'arif Al-Mukarrom

Menyatakan bahwa naskah skripsi yang telah diperiksa dan disahkan oleh dosen pembimbing. selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab penulis.

Demikian pernyataan saya untuk dapat digunakan semestinya.

Ponorogo, 30 Oktober 2023

Penulis



Nur Shofya Wiranti
NIM. 204190031



CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English as a foreign language, writing is a productive skill which is one of the main skills that must be mastered by students.¹ The rise of the internet has made written communication possible across languages and cultures and has also made it essential in business, education, and many other fields.² Writing is regarded as a communicative act to show the author's and the reader's interactive process through the text. Such an approach emphasizes the purpose of writing and the reader's perception.³ Writing is a communication tool between writers and readers,

¹ Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (London: Pearson Education ESL, n.d.), 297.

² Marianne Celce-Murcia, Donna Brinton, and Marguerite Ann Snow, eds., *Teaching English as a Second or Foreign Language*, Fourth edition (Boston, MA, USA: National Geographic Learning, 2014), 223.

³ Celce-Murcia, Brinton, and Snow, 209.

whereby writers can convey their ideas and thoughts, and readers can capture the meaning conveyed. Of all the skills, writing is the most difficult skill for students to master. The difficulty lies not only in generating and organizing ideas but also in converting those ideas into readable text. Writing skills are very complicated. Students should pay attention to high-level skills such as planning and organization and low-level skills such as spelling, punctuation, and word choice. Difficulties are more pronounced when a student's language proficiency is weak.⁴ Because writing is difficult to learn, this skill often receives the least attention from teachers and students. As such, it tends to be ignored in some cases.⁵ Writing is often seen as just one part of

⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge [i pozostał]: Cambridge University Press, 2010), 303.

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (London: Pearson Education ESL, n.d.), 360.

teaching and learning grammar and syntax, undermining the nature and importance of writing and hindering its growth.⁶ Based on the pre-research done by the researcher during the second intership, 29 August 2022 – 29 September 2022, at MA Ma'arif Al-Mukarrom, the researcher found that the difficulties in learning writing skills are also faced by students at MA Ma'arif Al-Mukarrom. When the students are asked to write a dialogue they are often made many writing errors, including mistakes in writing punctuation marks and problems while arranging words into a sentence, make mistakes in verb forms and still use improper vocabulary choices. Moreover, this problem was also found when students were asked to make a personal letter. When students are asked to create a personal

⁶ Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education & Social Sciences* 4, no. 2 (October 2016): 81, <https://doi.org/10.20547/jess0421604201>.

letter, students often have difficulty expressing their ideas into a personal letter text. Apart from that, students often forget the generic structure of personal letters. The students often leave out some of the structure of the personal letter. Besides, students also often find it difficult to write personal letters which must be based on the topic given by the teacher.⁷ According to interviews with English teachers at MA Ma'arif Al-Mukarrom, one of the reasons why students lack mastery of writing skills is due to a lack of vocabulary and a lack of student's mastery in grammar. The teacher has used several tricks to help students improve their writing skills such as increasing vocabulary memorization and learning tenses. After applying this strategy, most students get scores that exceed the minimum passing grade (KKM), but in fact

⁷ Lembar Kerja Peserta Didik (n.d.).

there are still a small number of students who score below the KKM.⁸ Seeing these problems, therefore, the researcher offers a strategy that has never been used in this school to teach writing. This strategy is the Learning Together (L.T.).

Learning Together is a cooperative learning in which students are placed in small groups, in which each group is asked to produce a single group product.⁹ This strategy can be used to help students in improving their writing skills. As stated by Harmer, writing in groups, can be very motivating for students, not only writing but also in research, discussion, peer evaluation and group pride in group achievement. Cooperative writing works well when it focuses on the writing process or when it focuses on genre research. In the first

⁸ Interview with Mrs. Dian Nur Aini, January 28, 2023.

⁹ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur Dan Model Penerapan*, 5th ed. (Yogyakarta: Pustaka Pelajar, 2013), 119.

case, reviews and evaluation improve significantly when multiple people are working on the text, and idea generation is more prominent when the author is working with two or more people than when he is working alone.¹⁰ Therefore, learning together can be used as a strategy in teaching writing. The Learning Together (LT) emphasizes four elements: face-to-face interaction, positive interdependence, individual responsibility, and interpersonal and small group skills.¹¹ In cooperative learning, the Learning Together (LT), each group is expected to be able to build and assess their group performance. Each group must show that their group is good in terms of discussion and

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (London: Pearson Education ESL, n.d.), 367.

¹¹ Robert E Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 15th ed. (Bandung: Nusa Media, 2015), 250.

working on problems, and each member must be responsible for the results they get.¹²

Learning Together (LT) is not a new learning strategy. This learning strategy has been widely used for previous studies, including research from Elis Susanti, entitled *The Impact of Learning Together Method Based Lesson Study on Students' Self-Awareness in Speaking Class*.¹³ She found that usage of learning together in collaborative learning based lesson study is effective to create a conducive classroom interaction during the teaching and learning process in which it increases the students' self-awareness. The different between the previous and the current research is the focus of the subject study. The previous research

¹² Muhammad Fathurrohman, *Model-Model Pembelajaran Inovatif*, First (Jogjakarta: AR-RUZZ MEDIA, 2017), 68.

¹³ Elis Susanti, "The Impact of Learning Together Method Based Lesson Study on Students' Self-Awareness in Speaking Class," *Journal of English Education Literatur, and Linguistics* 1, no. 2 (November 2018): 13.

focused on students' self-awareness in speaking class, meanwhile this research focused on students' writing skills. Moreover the research designs between the previous and the current research also different. The previous research used mixed method meanwhile this research use quasi-experimental research design.

Another study is from Renni Suryani, et. al, entitled *Implementation of the Learning Together to Improve the Social Skill*. The objectives of this research are to determine differences in social skills of students before and after the application of learning together method, and to determine the effectiveness of learning together models in social studies learning to improve students' social skills.¹⁴ In their research, they used experimental research with a randomized controlgroup

¹⁴ Renni Suryani, Sudjarwo, and Pujiati, "Implementation of the Learning Together to Improve the Social Skills," *Jurnal Studi Sosial* 8, no. 1 (2020).

pretest-posttest design. The result of this study showed there are the differences in students' social skills between before applying of the learning together method and after applying the method, this is proven by obtaining an average value of 74.92 pretest and post test results of 98.88. Another result showed that the learning together method is effective to improve students' social skills. It is evidenced by the test results of the experimental group and control group students obtained a significant value of 0.019 (p.value <0.05) with the average score of the experimental class being 0.525 (52.5%) and the average gain score in the control class is 0.388 (38.8%). The different between the previous and the current research is the focused of the subject study. The previous research focused on students' social skills meanwhile this research focused on students' writing skills.

Finally, based on the background above, the researcher wants to conduct the research entitled "The Effectiveness of Learning Together (LT) in Teaching Writing at MA Ma'arif Al-Mukarrom."

B. Identification of the Problems

Based on observations made by the researcher at MA Ma'arif Al-Mukarrom during the second internship, the researcher identified several problems:

1. Students were struggling to write an English text.
2. Students tend to make mistakes in writing a text.

C. Limitations of the Study

To not out of the research topic, in this study, the researcher focus on some concern identity as follows:

1. The subject of this study is class XI science is an experimental group and class XI social is a control group.

2. The object of this study is to measure the effectiveness of Learning Together (LT) in teaching writing personal letters at MA Ma'arif Al-Mukarrom.

D. Statement of the Problem

Based on the background above, the researcher formulated the research problem: "Is there any significant difference in students' writing skills between those who taught using Learning Together (LT) and who were not?"

E. Objective of the Study

The objective of this study is to find out the effectiveness of Learning Together (LT) in teaching writing personal letter.

F. Significances of the Study

The results of this research are expected to provide theoretical and practical benefits, as follow:

1. Theoretical Significances

Theoretically, this research is expected to contribute to developing English learning methods where the Learning Together (LT) strategy can be used as a cooperative learning that can be used to teach writing.

2. Practical Significance

a. For the researcher

This research can make researchers know whether Learning Together (LT) is effective for teaching writing.

b. For the teacher

This research can provide teachers with a more varied learning strategy. The teacher can

also consider this research as a reference for using other learning strategies that are more interesting and effective in teaching grammar.

c. For the students

This research can increase students' interest and writing skills. It also provides a more effective and exciting strategy for students.

d. For the future researcher

This research will provide an exciting perspective for future researchers in conducting research, where researchers will find out how effective the Learning Together (LT) is in teaching writing.

G. Organization of the Thesis

This section helps the reader to understand the overall content of this thesis. This thesis divides into

five parts. The first part is an introduction that contains the background of the study, identification of the problems, limitations of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

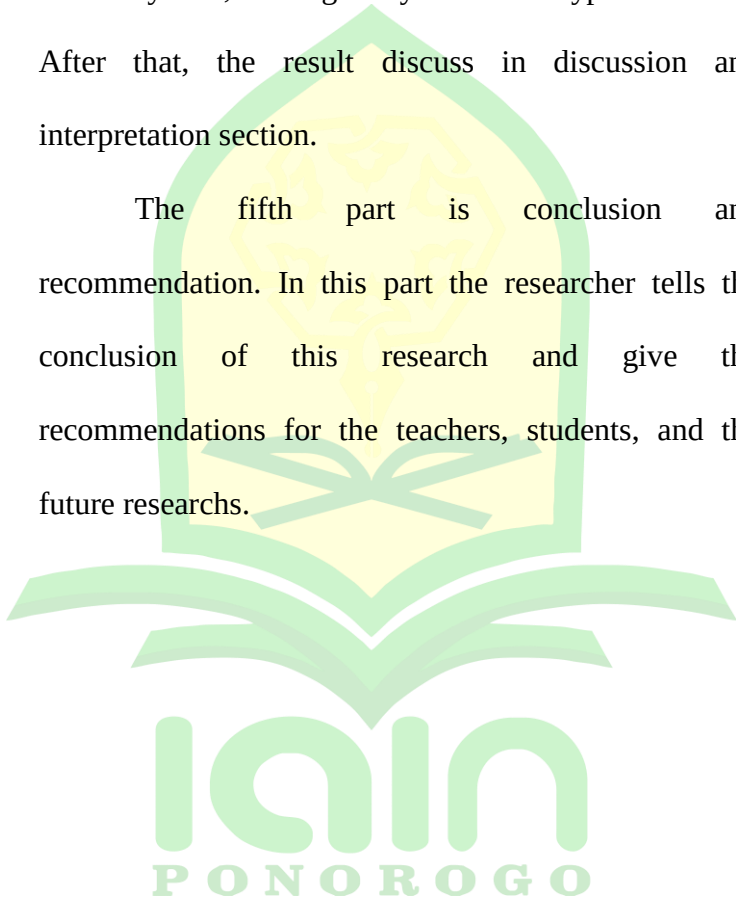
The second part is a theoretical framework that contains the theoretical background, previous research findings, theoretical frameworks, and hypothesis. In the theoretical background section, the researcher explains the theory related to this research, such as the definition of writing, teaching writing, the process of writing, the types of writing, definition of teaching strategy, strategy in teaching writing, cooperative learning, the definition of learning together, the element of learning together, the stages in using learning together, the advantages and disadvantages of learning together, writing scoring rubric, and personal letter. In the previous study section,

the researcher describes several previous studies that have been carried out and find similarities and differences between the previous and the current research. After that, the researcher makes theoretical framework that explain the found of phenomenon until the conclusion. Then, the researcher formulates the null and alternative hypotheses.

The third part is a research method that contains the research design, research setting, population and sample, research variables, technique and instrument of data collection, validity and reliability, and data analysis techniques. In this section, the researcher explains the approach use for this research. The researcher also explains how the sampling, data collection, and instruments that use and how the data analyzed.

The fourth part is research findings that contains data description, inferential statistic, including normality test, homogeneity test and hypothesis test. After that, the result discuss in discussion and interpretation section.

The fifth part is conclusion and recommendation. In this part the researcher tells the conclusion of this research and give the recommendations for the teachers, students, and the future researchs.



CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Background

In the theoretical background, the researcher explains the theory related to this research, such as the definition of writing, the process of writing, the type of writing, teaching writing, cooperative learning, the definition of learning together, the elements of learning together, the stages of learning together, and personal letters.

1. Writing

a. The Definition of Writing

Writing is a productive skill. Productive skills are the designation for speaking and writing because these skills are for students asked to produce their language

rather than accept it.¹ Writing is an act of communication to show the interactive process between the writer and the reader through the text. Such an approach emphasizes the purpose of the writing and the perception of the reader.² In line with this, Dewi et al. state writing are a communicative, productive, and expressive activity using written media. This activity aims to convey a message from the author to the reader.³ In short, writing is a communication tool where someone can communicate their thoughts through writing,

¹ Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (London: Pearson Education ESL, n.d.), 297.

² Marianne Celce-Murcia, Donna Brinton, and Marguerite Ann Snow, eds., *Teaching English as a Second or Foreign Language*, Fourth edition (Boston, MA, USA: National Geographic Learning, 2014), 209.

³ N.P.A.R.K. Dewi, N.L.P.E.S. Dewi, and N.P.E. Marsakawati, "The Use of Google Classroom for Teaching Writing," *Jurnal Pendidikan Bahasa Inggris Indonesia* 10, no. 2 (September 2, 2022): 78.

and other people can understand the contents of other people's thoughts by reading the writing.

Moreover, Oshima and Hogue argued that writing is a progressive activity. When writers write something for the first time, they know what and how to say it. After completing the writing, the writer rereads what has been written and makes changes and corrections. Therefore, writing is a multi-step Process rather than a one-step action.⁴ Based on the explanation above, the researcher can conclude that writing is a progressive activity with several stages that the writer uses to communicate and convey messages to readers.

⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 2nd ed (White Plains, N.Y: Longman, 1997), 2.

b. Teaching Writing

Teaching writing is essential in language learning, but among all the skills, writing seems to be the least focused because it requires extra effort. Writing is a difficult skill for students to master. Therefore, the teacher must help students during the writing process. Teachers must first understand the nature of L2 writing skills to teach writing effectively. Teachers can see this ability from two perceptions: a cognitive ability and a sociocultural phenomenon. Both of these perspectives are important in teaching writing.⁵

⁵ Marianne Celce-Murcia, Donna Brinton, and Marguerite Ann Snow, eds., *Teaching English as a Second or Foreign Language*, Fourth edition (Boston, MA, USA: National Geographic Learning, 2014), 223.

In learning writing, the role of the teacher is very important in helping students to write. Teachers have many essential responsibilities to help their students become good writers. It is especially true when engaged in write-to-write activities where students are reluctant to express themselves or struggle to find ways or means to express themselves. Tasks that teachers must perform before, during, and after students write include:⁶

1. Demonstrating

Students need to be aware of writing conventions and genre boundaries within certain types of writing. Therefore, teachers must be able to attract this

⁶ Jeremy Harmer, *How to Teach Writing*, 9. impr, How To (Harlow: Longman, Pearson Education, 2011), 42.

feature to their attention.⁷ By demonstrating, the teacher can help students find ideas they can put into their writing. Students also get ideas about what they should write.

2. Motivating and Provoking

In creative writing assignments, students often find themselves lacking words to write. It is where the teacher's role can come in handy, provoking students to ideas, exciting them with the value of the assignment, and convincing them how fun the task is.⁸ The teachers can provoke students by telling them how important this assignment is.

⁷ Harmer, 41.

⁸ Harmer, 41.

3. Supporting

It is closely related to the role of teachers as motivators and provocateurs, who are also supporters. Students need much help, and validation once started, both in ideas and the means to implement them. Teachers must support students in their writing in class and always be available and ready to help students overcome difficulties.⁹

4. Responding

The way the teachers react to students' written work can be divided into two main categories: responding and evaluating. When responding, the teacher responds supportively to the content and

⁹ Harmer, 42.

structure of the work, often making suggestions for improvement.¹⁰ In giving a response, the teacher can tell students how well the work they have done so far.

5. Evaluating

If a teacher wants to evaluate a student's work, tell them how well they did. When assessing student writing for grading purposes, teachers can point out where students did well and where they did poorly and assign grades.¹¹

Several activities performed by the teacher, such as demonstrating, motivating, supporting, responding, and evaluating, are beneficial to help students write. Sometimes when writing students are often confused

¹⁰ Harmer, 42.

¹¹ Harmer, 42.

about writing their ideas, and they are also sometimes confused about what sentence they should write afterwards. Therefore, the activities above really help students to overcome the problems they face.

c. The Process of Writing

In the process of writing, there are four basic steps that the students must take. These steps are planning, drafting, revising, and editing.¹²

1. Planning

Planning is a pre-writing activity.

This activity is designed to encourage students to write. It can motivate students to generate initial ideas or gather

¹² Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge [i pozostałe]: Cambridge University Press, 2010), 316.

information about writing. There is some activity in planning, including brainstorming, clustering, rapid free writing, and WH-Questions.

2. Drafting

After making a plan in writing, the next stage is drafting. In the drafting stage, students focus on the flow of sentences and are not concerned with the grammatical accuracy or neatness of drafts. In this stage, the teacher responds to the student's work by giving feedback.

3. Revising

After the students draft the writing, they need to revise it. Students review the text based on feedback received during the responding stage.

They review the text to see how effectively it communicates its meaning to the reader. Editing is not just checking for language errors. It improves the overall content and organization of ideas, making the author's intentions more apparent to the reader.

4. Editing

Students tidy up the text at this stage while the teacher prepares a final draft for evaluation. They self-edit their colleagues' work for accuracy in grammar, spelling, punctuation, phrasing, sentence structure, and supporting text such as quotations, examples, etc. Formal edits are deferred until this stage so that implementation does not impede the free

flow of ideas during the design and revision stages.

Planning, drafting, revision, and editing are the basic writing process in the classroom activity. Besides, teachers impose three additional phases on students externally: responding, evaluating, and rewriting.¹³

d. The Types of Writing

There are four types of writing performances. These types are imitative, intensive, responsive, and extensive.¹⁴

1. Imitative

To produce written language, students must master the basic and

¹³ Richards and Renandya, 316.

¹⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 3rd ed. (Philadelphia, PA: Pearson Education, 2018), 229.

rudimentary task skills of writing letters, words, punctuation marks, and short sentences. This category includes spelling correctly in the English spelling system and recognizing phoneme-grapheme correspondences. Learners at this level attempt to master the mechanics of writing.

2. Intensive

Beyond the basics of writing, it is about generating appropriate vocabulary, collocations, and idioms in context and modifying grammatical features down to sentence length. While meaning and context are crucial in determining correctness and relevance, most

evaluation tasks are focused on form and tightly controlled by test design.

3. Responsive

In this writing, the assessment task requires learners to appear in a limited level of discourse, link sentences into single paragraphs, and create logically coherent sequences of two or three paragraphs. Tasks relate to educational guidelines, catalogues of standards, structures, and other procedures. Types of writing include brief narratives and descriptions, reports, lab reports, summaries, brief responses to readings, and interpretation of charts and graphs. Under certain conditions, authors can choose alternative forms of

expressing ideas. The author masters the basics of grammar at the sentence level, emphasizing the discourse conventions used to achieve the goals of the written text. Form-focused attention is primarily at the discourse level, emphasizing context and meaning.

4. Extensive

Extensive writing means successfully managing all the processes and strategies for any purpose, from essays, term papers, reports of large research projects, or even the dissertation length. Authors strive to achieve a goal, organize and develop ideas logically, use details to support or explain concepts, demonstrate syntactic and lexical

diversity, and often focus on achieving the final product by being involved in the drafting process. The focus on grammatical form is limited to the occasional editing or proofreading of drafts.

All types of writing, starting from imitative, intensive, responsive, and extensive, have different forms of writing; each type's goals and functions are also different.

2. Teaching Writing Strategy

a. Definition of Teaching Strategy

According to Brown, teaching is defined as showing or helping someone to learn how to do something, give instructions, guide in learning something, give knowledge,

cause to know or understand.¹⁵ In addition, teaching is guiding and facilitating learning, enabling one to learn, and setting the conditions for learning. In short, teaching can be interpreted as a way to provide convenience for someone and inform knowledge. The key to success in teaching lies in how the teacher can provide the best way to provide information or knowledge.

Meanwhile, the word strategy comes from the ancient Greek *strategia*, meaning the art of general or warfare. In non-military situations, the strategy was apparently applied in non-hostile situations. It means conscious planning, movement, or action to

¹⁵ H. Douglas Brown, *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*, Sixth Edition (White Plains, NY: Pearson Education, 2014), 8.

achieve a goal.¹⁶ Therefore, associated with the principles of teaching and learning, the strategy is a specific action taken to solve a particular problem and focuses on the goals to be achieved.

Based on the explanation above, the researcher conclude that teaching strategy is a certain way that is done by the teacher to provide instructions, guidance in learning something and provide information or knowledge with an emphasis on the goals to be achieved.

¹⁶ Sri Wahyuni, "An Overview of Strategy in Language Learning," *Getsempena English Education Journal* 2, no. 2 (2015): 38.

b. Strategies in Teaching Writing

According to Kashinath and Raju, there are several effective strategy in teaching writing, such as:¹⁷

1. Strategy of Scaffolding

Scaffolding is a strategy that promotes background knowledge and helps students organize their writing by theme. Drafts can be made by teachers to help students, where teachers and students can compose text together, teachers can provide input such as writing titles and instructions for use. Furthermore, students can work together to get perfect results. The ultimate goal of

¹⁷ Kattékola Kashinath and RLN Raju, "Techniques and Strategies for Improving Writing Skills of High School Students," *Palarach's Journal of Archaeology of Egypt/Egyptology* 17, no. 7 (2020): 7157.

the scaffolding process is to prepare students to write independently after completing all these steps.¹⁸

2. Technology Integration

This strategy uses technology to help students express their thoughts more confidently without worrying about handwriting or spelling mistakes. This technique allows students to get immediate feedback from the teacher and also improves their vocabulary.¹⁹

3. Autonomous Learning

Autonomous learning can be defined as the ability to take charge of one's own learning. Learner autonomy is seen in the short term as a short-term goal

¹⁸ Kashinath and Raju, 7157.

¹⁹ Kashinath and Raju, 7158.

of language learning or as a long-term goal of making learners independent learners. Both goals can be part of the teacher's and student's view of English teaching and learning.²⁰

4. Collaborative/Cooperative Learning

Collaborative learning is the strategy of giving students assignments that can only be completed through discussion and group participation.

Success rates can be increased using this strategy as it facilitates learning through communication and interaction with others.²¹

²⁰ Kashinath and Raju, 7159.

²¹ Kashinath and Raju, 7159.

From those strategies, in this research, the researcher used collaborative or cooperative learning.

3. Cooperative Learning

Cooperative learning is a learning model that prioritizes cooperation to achieve learning objectives. According to Abdulhak, cooperative learning is carried out through sharing processes between students to create a shared understanding between students.²² Cooperative learning refers to a learning strategy in which students work together in small groups and help each other in learning.²³

Slavin divides cooperative learning into three categories, student team learning,

²² Abdul Majid, *Strategi Pembelajaran*, 6th ed. (Bandung: Remaja Rosdakarya, 2016), 174.

²³ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur Dan Model Penerapan*, 5th ed. (Yogyakarta: Pustaka Pelajar, 2013), 32.

supported cooperative learning, and informal learning. Each type has other sub-categories in it.

Like:²⁴

a. Student Team Learning

- Student Team-Achievement Divisions (STAD)

STAD is one of the simplest cooperative learning strategies. The stages of its use include: class presentations, teams, quizzes, individual progress scores, and team recognition.²⁵

- Teams Games Tournaments (TGT)

In general, TGT is the same as STAD except for one thing: TGT uses

²⁴ Huda, 114.

²⁵ Robert E Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 15th ed. (Bandung: Nusa Media, 2015), 143.

academic tournaments and uses quizzes and an individual progress scoring system, where students compete as representatives of their team with other team members whose previous academic performance is on par with them. stages of TGT include: class presentation, team, tournament, team recognition.²⁶

- Jigsaw II (JIG II)

Jigsaw II can be used if the material to be studied is in the form of a written narrative. This method is most suitable for subjects such as social studies, literature, and learning

²⁶ Slavin, 163.

that aims more at mastering concepts rather than mastering abilities.²⁷

b. Supported Cooperative Learning

- Learning Together (L.T.)/Circle of Learning (CL)

Learning Together (L.T.) is a cooperative learning in which each group is directed to conduct activities to build group cohesiveness first and discuss how they should work in groups.²⁸

- Jigsaw (JIG)

In JIG, students are divided into small groups. Each group is given information that discusses a

²⁷ Slavin, 237.

²⁸ Muhammad Fathurrohman, *Model-Model Pembelajaran Inovatif*, First (Jogjakarta: AR-RUZZ MEDIA, 2017), 68.

different topic for each group. In the JIG, students work twice, namely in their own group and in another group (expert group).²⁹

- Jigsaw III (JIG III)

The JIG III has no significant differences from JIG I and JIG II. It's just that, JIG III is more focused on being applied in bilingual classes. So different from the previous JIG, JIG III can only be applied in bilingual classes.³⁰

²⁹ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur Dan Model Penerapan*, 5th ed. (Yogyakarta: Pustaka Pelajar, 2013), 120.

³⁰ Huda, 122.

- Cooperative Learning Structures (CLS)

CLS was developed by Spencer Kagan which in his learning contains structures designed to influence student interaction patterns. These structures are actually more like a pattern of cooperative learning classroom management than a learning strategy itself.³¹

- Complex Instruction (CI)

CI focused on building confidence in all abilities that students have. Students are placed in cooperative groups with various compositions, after that, the teacher

³¹ Huda, 123.

gives them the freedom to determine their own projects to work on.³²

- Team Accelerated/Assisted Individualization (TAI)

Learning Together (L.T.) is a cooperative learning in which each group is directed to conduct activities to build group cohesiveness first and discuss how they should work in groups.³³

- Cooperative Integrated Reading and Composition (CIRC)

CIRC is a comprehensive program for teaching reading, writing,

³² Huda, 124.

³³ Muhammad Fathurrohman, *Model-Model Pembelajaran Inovatif*, First (Jogjakarta: AR-RUZZ MEDIA, 2017), 68.

and language arts to the higher grades of elementary schools.³⁴

- Structured Dyadic Methods (SDM)

SDM is a learning strategy in which students work in pairs. One student acts as a teacher and another student acts as a student. Usually, they are asked to learn certain procedures or summarize important information from a book.³⁵

c. Informal Learning

- Spontaneous Group Discussion (SGD)

Known as SGD because this group discussion was not planned

³⁴ Robert E Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 15th ed. (Bandung: Nusa Media, 2015), 200.

³⁵ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur Dan Model Penerapan*, 5th ed. (Yogyakarta: Pustaka Pelajar, 2013), 127.

beforehand, but was carried out spontaneously. The implementation technique is simple, namely students are asked to group and discuss something. After that, the teacher called the groups one by one to present the results of their group discussion.³⁶

- Numbered Heads Together (NHT)

NHT is a variant of group discussion. The implementation technique is almost the same as the group discussion. First, the teacher asks students to sit in groups and each member is given a number. When

³⁶ Huda, 129.

finished, the teacher calls a number randomly to present the results.³⁷

- Team Product (T.P.)

Named as Team Product (T.P.) because each group is asked to be creative or create something. For example, the teacher asks students to work in groups to do assignments, make presentations in front of the class, and so on.³⁸

- Cooperative review (C.R.)

CR is usually carried out a few days before the exam. In CR students are placed in small groups to ask each other review questions,

³⁷ Huda, 130.

³⁸ Huda, 130.

namely questions that reflect the main points of the subject matter.³⁹

- Think Pair Share (TPS)

In TPS the first time students are asked to think in advance about the task given. After that, they were asked to discuss with their partners. And finally the teacher asks each student to describe the results of their discussion to classmates.⁴⁰

In short, cooperative learning is a learning strategy in which students are formed into small groups to work together in solving a problem given by the teacher. Cooperative learning has many types, as mentioned above. In

³⁹ Huda, 131.

⁴⁰ Huda, 132.

this research, the researcher used Learning Together (L.T) in teaching writing.

4. Learning Together (L.T.)

a. The Definition of Learning Together

(L.T.)

Learning Together is one of a cooperative learning in which students are placed in small groups of 4-5 students with different abilities. Each group is asked to produce a single group product.⁴¹ In Learning Together (L.T.), each group is expected to be able to build and assess their group performance. Each group must show that their group is good in terms of discussion and working on problems, and each member must be responsible for the results they get.

⁴¹ Huda, 119.

Learning Together (L.T.) is a cooperative learning in which each group is directed to conduct activities to build group cohesiveness first and discuss how they should work in groups.⁴²

In conclusion Learning Together (L.T.) is one of the strategies in cooperative learning in that students work in a small group to produce a single group product. This strategy emphasizes the cohesiveness of the performance of each group member.

b. The Element of Learning Together

The Learning Together (L.T.) emphasizes four elements: face-to-face interaction, positive interdependence,

⁴² Muhammad Fathurrohman, *Model-Model Pembelajaran Inovatif*, First (Jogjakarta: AR-RUZZ MEDIA, 2017), 68.

individual responsibility, and interpersonal and small group skills.⁴³

1. Face-to-face interaction

Students work in groups of four to five people.

2. Positive interdependence

Students work together to achieve group goals.

3. Individual responsibility

Students must show that they have individually mastered the material.

4. Interpersonal and small group skills

Students are taught about effective means of working together and discuss how well their group is working towards achieving a goal.

⁴³ Robert E Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 15th ed. (Bandung: Nusa Media, 2015), 250.

All learning elements must be instilled in students using this strategy to achieve learning objectives.

c. The stages in using Learning Together

(L.T.)

According to Suryani et al., the stages in the implementation Learning Together (L.T.) in class are as follows:⁴⁴

1. Present goals and set

At this stage, the teacher conveys the learning objectives to be achieved in the lesson and motivates students to learn.

⁴⁴ Renni Suryani, Sudjarwo, and Pujiati, "Implementation of the Learning Together to Improve the Social Skills," *Jurnal Studi Sosial* 8, no. 1 (2020), 9.

2. Present information

The teacher presents information to students at this stage by demonstrating or reading material.

3. Organize students into learning teams

The teacher forms groups of 4 to 5 students heterogeneously (mixed according to achievement, gender, ethnicity, and others).

4. Assist teamwork and study

Each group receives an assignment sheet for discussion material and completes it.

The teacher guides study groups when they do their assignments.

5. Test on the materials

At this stage, the teacher evaluates the results of the learning material studied,

and several groups present the results of group work.

6. Provide recognition

The teacher gives praise and awards based on the results of group work.

The form of rewards given to groups is based on the individual learning of all group members to increase student achievement and positively influence the results issued.

d. The Advantages and Disadvantages of Learning Together (L.T)

Each learning strategy certainly has its advantages and disadvantages, as well as the Learning Together (L.T.). According to Sari and Dewi, there are several advantages and disadvantages of Learning Together

(L.T.). The advantages of learning together (L.T.) are as follows:⁴⁵

1. Can improve student learning achievement
2. Students are involved in class planning and management
3. Able to deepen students' understanding
4. Train student responsibility
5. fun students in learning
6. Develop students' curiosity
7. Increase students' self-confidence
8. Develop a sense of belonging and cooperation
9. Eliminate the gap between intelligent and not smart.

⁴⁵ Elsa Sulfiana Sari and Tiara Anggia Dewi, "Pengaruh Penggunaan Model Pembelajaran Cooperative Learning Tipe Learning Together (Lt) Terhadap Hasil Belajar Ekonomi Siswa Kelas XI," *PROMOSI (Jurnal Pendidikan Ekonomi)* 6, no. 1 (May 30, 2018): 55.

Meanwhile, the disadvantages of the Learning Together (L.T) are as follows:⁴⁶

1. Some students take shortcuts by asking their friends for help to find the answer.
2. Teachers require a lot of preparation (materials, funds and human resources).
3. Teachers tend to have difficulty managing the class

5. Writing Scoring Rubric

In this study, researchers used a writing assessment rubric adapted from Brown. According to Brown, five aspects are assessed in writing: organization, content, grammar, mechanics, and style. Brown's adaptation

⁴⁶ Sari and Dewi, 56.

assessment rubric is presented in the table below:⁴⁷

Table 2.1 Writing Scoring rubric

No.	Aspect	Score	Description
1.	Organization	18-20	Use the correct personal letter organization, and elaborate on the idea.
		15-17	Use the correct text organization, but hasn't elaborated the idea; use the proper text organization, but hasn't elaborate the idea; use the correct personal letter organization, but haven't elaborated the idea.
		12-14	Doesn't use the correct personal letter organization but elaborates the idea.
		6-11	Doesn't use the correct personal letter organization and less elaborates the idea.
		1-5	Doesn't use the correct text organization and hasn't elaborated on the idea
2.	Content	18-20	The personal letter addressed the assigned topic; the ideas were concrete and thoroughly developed.
		15-17	The personal letters address assigned topics and concrete ideas but lack thoroughly developed.

⁴⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 3rd ed. (Philadelphia, PA: Pearson Education, 2018), 252 .

No.	Aspect	Score	Description
		12-14	The personal letters address assigned topic ideas that are not concrete and lack thoroughly developed.
		6-11	The personal letters address assigned topic ideas that are not concrete or thoroughly developed.
		1-5	The personal letters do not address the assigned topic, and the ideas are not concrete and not thoroughly developed.
3.	Grammar	18-20	No grammar errors; write a completed sentence, use the correct personal pronoun, use the proper active voice, and use correct declarative sentences.
		15-17	There is grammar error; write a completed sentence, correct personal pronoun use, some issues with active voice, proper use of declarative sentences.
		12-14	There is grammar error; write a completed sentence, correct personal pronoun use, some issued with active voice, some issued with declarative sentences.
		6-11	There is a grammar error in writing a completed sentence, some issues in using personal pronouns, some with active voice, and some with declarative sentences.
		1-5	There were many

No.	Aspect	Score	Description
			grammatical errors; some didn't write a complete sentence, some had issues using personal pronouns, some had problems with active voice, and some with declarative sentences.
4.	Punctuation, spelling, and mechanics	18-20	Correct use of English writing conventions, all needed capitals, punctuation and spelling very neat.
		15-17	Some problems with English writing conventions or punctuation, and occasional spelling errors.
		12-14	Use general English writing conventions but has errors, spelling problems distract the reader, and punctuation errors interfere with the idea.
		6-11	The serious problems with English writing conventions are sentence and final punctuation errors.
		1-5	Complete disregard for English writing conventions, missing obvious capitals, and spelling problems.
5.	Style and quality of expression	18-20	Precise vocabulary usage, use of parallel structures, concise, good register.
		15-17	Good vocabulary, no wordiness, good register, style fairly concise.
		12-14	Some vocabulary is missed, and a lack of awareness of the register may be too wordy.
		6-11	Problems in vocabulary and

No.	Aspect	Score	Description
			lack of variety in structure.
		1-5	Inappropriate use of vocabulary, no concept of register or sentence variety.

$$TOTAL\ SCORE = \frac{Gain\ Score}{Max\ Score} \times 100$$

6. Personal Letter

A personal letter is a written communication that uses non-standard language to connect everyone to communicate in a specific context.⁴⁸ In line with this, Hidayat and Kurniawan state personal letter is a type of informal organizational letter that deals specifically with personal content rather than professional content. It aims to strengthen the relationship between writer and reader, spread

⁴⁸ Nurhasanah and Shofiyatul Huriyah, "Enhancing Students' Writing Achievement through E-Mail Exchanges on Personal Letter," *English Teaching Journal* 10, no. 2 (August 2019): 11.

the good news, share a sense of belonging, and reflect the writer's shared interests and beliefs.⁴⁹

There are some structures of personal writing, such as:⁵⁰

a. Date

Date the letter is written and placed on the top left.

b. Address

The place where you are writing the letter is placed on the top right.

c. Salutation and name

Greetings, and the person's name you are writing to.

⁴⁹ Raden Aulia Utami Hidayat and Eri Kurniawan, "Students' Problems in Personal Letter Writing: A Systemic Functional Linguistic Perspective," in *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)* (Twelfth Conference on Applied Linguistics (CONAPLIN 2019), Bandung, Indonesia: Atlantis Press, 2020), 149.

⁵⁰ Mahrukh Bashir, *Bahasa Inggris*, Edisi Revisi (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), 64.

d. Introduction

The letter's opening usually starts with how are you or refers to the previous letter.

e. Body

The main part of the letter includes what you want to write to the other person.

f. Closure

The part indicates the letter is going to end.

g. Complimentary close

Short expressions like "love you," "sincerely yours," and "love."

h. Signature

Signature or initial of the writer.

i. Postscript P.S

After thinking in a letter, you begin with P.S. and end with your initials.

In short, a personal letter is written and addressed to already-known people, such as friends, parents, cousins, and others. Personal letters are not only a means of communication but also a means of strengthening fraternal relations between people.

B. Previous Research Findings

The researcher has collected some previous research findings related to this study. The first research from Elis Susanti, *The Impact of Learning Together Method Based Lesson Study on Students' Self-Awareness in Speaking Class*. This research investigated the implementation of learning together

method based lesson study affects students' self-awareness.⁵¹ This study used a mixed-method (quantitative and qualitative) design. The result of this study showed that using the learning together method in collaborative learning-based lesson study effectively creates a conducive classroom interaction during the teaching and learning process, increasing the student's self-awareness.⁵² The subject study focused on the difference between the previous and the current research. The previous research focused on students' self-awareness in speaking class. Meanwhile, this research focuses on students' writing skills. In addition, the research designs between the previous and the current research are also different. The previous research used mixed

⁵¹ Elis Susanti, "The Impact of Learning Together Method Based Lesson Study on Students' Self-Awareness in Speaking Class," *Journal of English Education Literatur, and Linguistics* 1, no. 2 (November 2018): 13.

⁵² Susanti, 38.

methods; meanwhile, this research used a quasi-experimental design.

The second research is from Renni Suryani et al., entitled *Implementation of the Learning Together to Improve the Social Skill*. This research aims to determine differences in students' social skills before and after applying the learning together method and to determine the effectiveness of learning together models in social studies learning to improve students' social skills.⁵³ In their research, they used experimental research with a randomized control group pretest-posttest design. This study showed differences in students' social skills before applying the learning together method, and after using the method, this is proven by obtaining an average value

⁵³ Renni Suryani, Sudjarwo, and Pujiati, "Implementation of the Learning Together to Improve the Social Skills," *Jurnal Studi Sosial* 8, no. 1 (2020).

of 74.92 pre-test and post-test results of 98.88. Another result showed that learning together effectively improves students' social skills. It is evidenced by the test results of the experimental group and control group students obtained a significant value of 0.019 ($p\text{-value} < 0.05$), with the average score of the experimental class being 0.525 (52.5%) and the average gain score in the control class is 0.388 (38.8%).⁵⁴ The subject study focuses on the difference between the previous and the current research. The previous research focused on students' social skills. Meanwhile, this research focuses on students' writing skills.

The third research is by Hobri, Dafik, and Anowar Hossain, entitled The Implementation of Learning Together in Improving Students'

⁵⁴ Suryani, Sudjarwo, and Pujiati, 11.

Mathematical Performance.⁵⁵ This research was conducted using quantitative and qualitative methods. This study aimed to test the effectiveness of the Learning Together (L.T.) method on students' mathematics learning outcomes and to identify the teacher's perspective on using the Learning Together (L.T.) method. The results of this study indicate that the use of the Learning Together (L.T.) method significantly affects students' achievement and attitudes in learning mathematics. Using the Learning Together learning method also gets a positive perspective from the teacher.⁵⁶ The difference between these two studies is that if previous research was used to find the effectiveness of the Learning Together (L.T.) on students'

⁵⁵ Hobri, Dafik, and Anowar Hossain, "The Implementation of Learning Together in Improving Students' Mathematical Performance," *International Journal of Instruction* 11, no. 2 (April 25, 2018): 483.

⁵⁶ Hobri, Dafik, and Hossain, 493.

mathematics achievement, in this study, the Learning Together (L.T.) was used to improve students' English writing skills.

The fourth study is by Mira Mulasandi and Dewi Pramita, *Kefektifan Penggunaan Model Pembelajaran Learning Together (L.T.) dengan Panduan Model Talking Stick Materi SPLDV Siswa Kelas VIII SMP*.⁵⁷ This study uses experimental research methods with a quasi-experimental design. This study aimed to determine the effectiveness of the cooperative learning type Learning Together (L.T.) with a combination of cooperative talking stick type on student learning outcomes of the SPLDV subject in class VIII SMP N 19 Mataram in the 2015/2016 academic year. The results of this

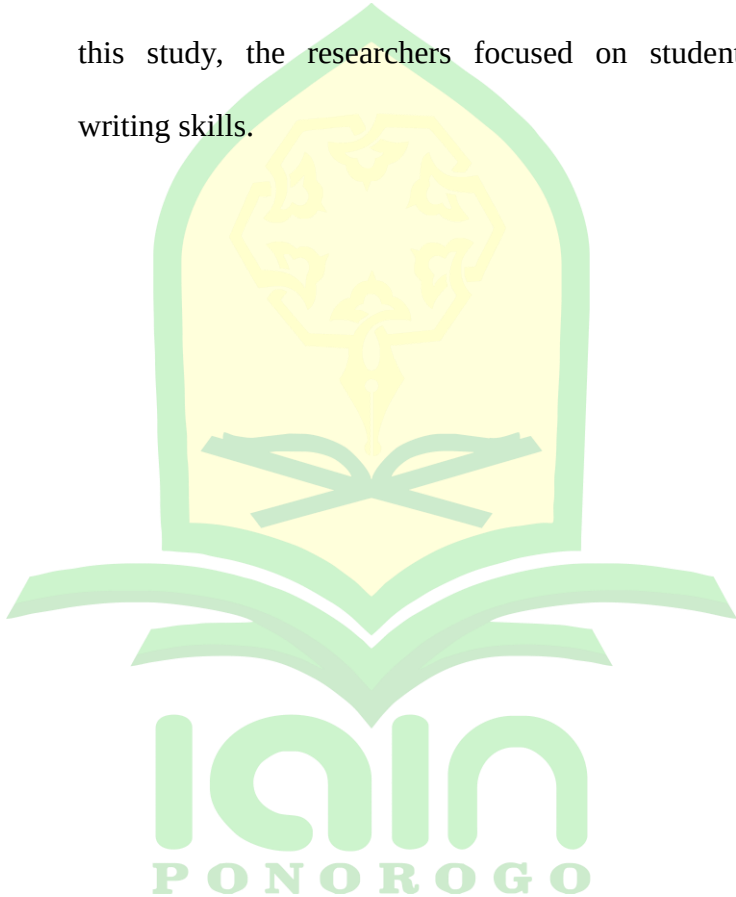
⁵⁷ Mira Mulasandi and Dewi Pramita, "Keefektifan Penggunaan Model Pembelajaran Learning Together (LT) dengan Paduan Model Talking Stick Materi SPLDV Siswa Kelas VIII SMP," *JTAM | Jurnal Teori dan Aplikasi Matematika* 1, no. 1 (October 26, 2017): 22.

study indicate that the mathematics learning outcomes of students who use the cooperative learning method type Learning Together (L.T.) with the talking stick type cooperative blend is more effective than the students' learning outcomes using the expository method.⁵⁸ The difference between previous and current research is that previous research focused on improving student learning outcomes, while recent research focused on improving students' writing skills.

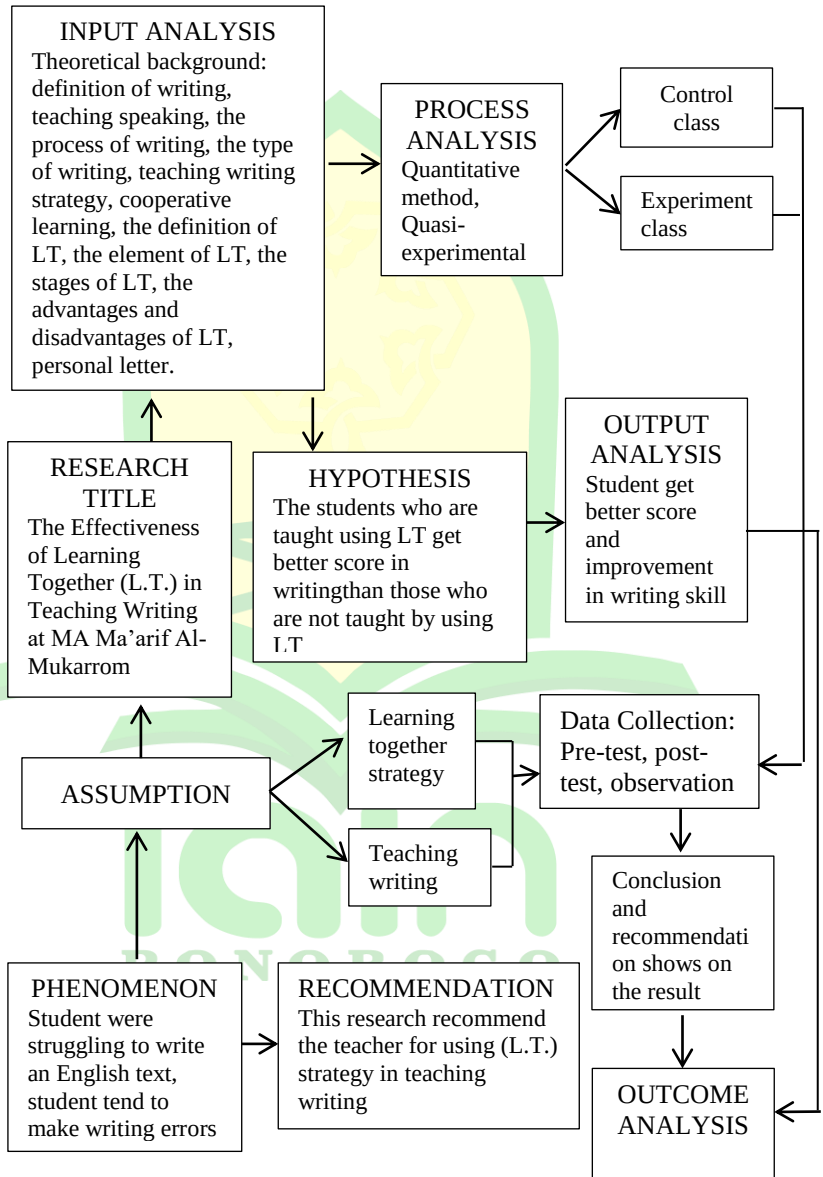
Based on previous research findings above, the researcher can conclude the similarities of several previous studies and the current research is based on the use of variable X which both use the Learning Together. Meanwhile, the difference lies in variable Y. The previous studies focused on several

⁵⁸ Mulasandi and Pramita, 24.

aspects, such as Student self-awareness in speaking class, students' social skills, mathematical performances, and learning outcomes. Whereas in this study, the researchers focused on students' writing skills.



A. Theoretical Framework



Starting with the observations made by the researcher during the second internship, the researcher found that there were still many students who had difficulties writing English texts. When the students are asked to write dialogue, they are often made many writing errors, including mistakes in writing punctuation marks and problems while arranging words into a sentence, make mistakes in verb forms, and still use wrong vocabulary choices. In addition, students sometimes also have difficulty finding ideas when writing.

Writing is a skill in communication where someone can communicate their thoughts through writing, and other people will be able to understand the contents of other people's thoughts by reading the writing. Writing is one of the most difficult skills to teach. One strategy considered effective in

teaching writing skills is collaborative or cooperative learning which has many types, one of which is learning together (L.T). Therefore, the researcher wants to conduct a research entitled The Effectiveness of Learning Together (L.T) in Teaching Writing at MA Ma'arif Al-Mukarrom. This research aims to determine the effectiveness of Learning Together (L.T) in writing personal letters. Then, the researcher explained the teaching writing and Learning Together (L.T). After that, based on the theory presented by the researcher and strengthened by the previous research finding, the researcher formulated the hypothesis. H_0 : There is no significant difference in students' writing skills between those who taught using the Learning Together (L.T.) and those who did not. It means that the Learning Together (L.T) is ineffective in

teaching writing skills. H_1 : There is a significant difference in students' writing skills between those who taught using the Learning Together (L.T.) and those who did not. It means that the Learning Together (L.T) is effective in teaching writing.

After that, the researcher explained the method used in this study. In this study, the researcher used a quasi-experiment research design using two classes. The first class was the experimental group, and the second class was the control group. Out of the two classes, only the experimental class was given treatment in the form of the learning together (L.T) strategy. Before being given treatment, both classes were first given a pre-test. Then, the experimental class was taught using the Learning Together (L.T) strategy, while the control class was not. And finally, both classes were

given a post-test to see the students' writing ability after treatment. From this research, it is hoped that there will be output in the form of improving students' writing skills. This research must draw conclusions from these results and provide recommendations for teachers to use Learning Together (L.T) to teach writing skills.

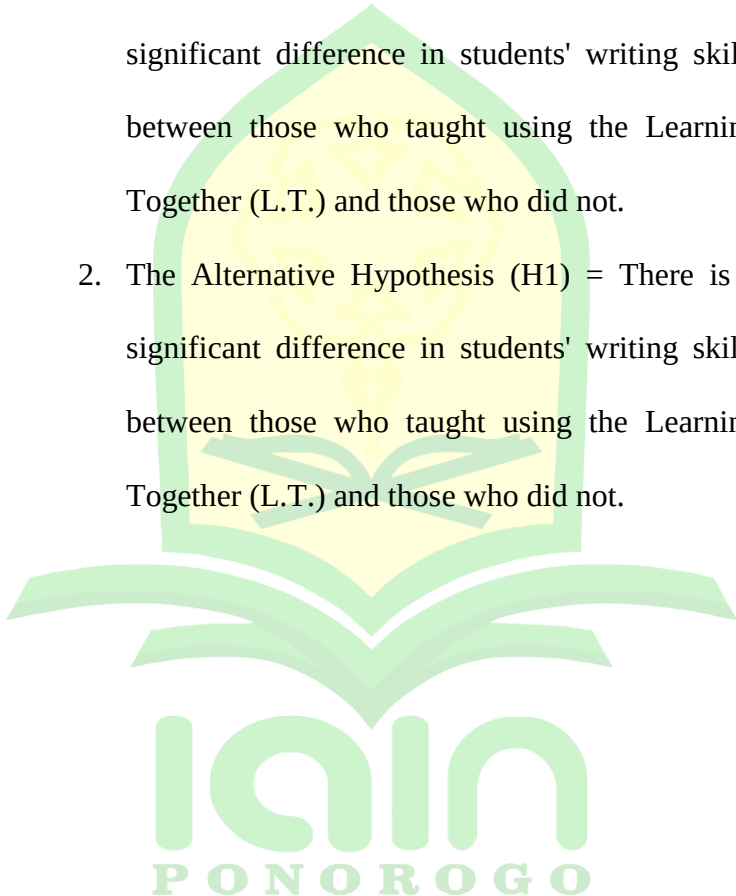
B. Hypothesis

A hypothesis is an empirically testable statement; a theory turned into a testable statement. In research, there are two hypotheses; an alternative hypothesis is a positive statement that researchers hope to discover, and the null hypothesis is the statement that the relationship expected by the research hypothesis does not exist.⁵⁹ Based on the

⁵⁹ John Bacon-Shone, *Introduction to Quantitative Research Methods* (Hong Kong: Graduate School, The University of Hong Kong, 2013), 24.

explanation before, the researcher then formulated the hypothesis as follows:

1. The Null Hypothesis (H_0) = There is no significant difference in students' writing skills between those who taught using the Learning Together (L.T.) and those who did not.
2. The Alternative Hypothesis (H_1) = There is a significant difference in students' writing skills between those who taught using the Learning Together (L.T.) and those who did not.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a quantitative approach. Quantitative research is research that refers to the philosophical view of positivism. Positivism views phenomena in research as something that can be classified as relatively fixed, concrete, observable, and measurable, and the relationship of symptoms is causal.¹ In line with this, Priadana and Sunarsih explain that quantitative research produces information that is more measurable because the data is used as the basis for producing more measurable information. Quantitative research does not question the relationship between researchers and research

¹ Ratna Wijayanti Daniar Paramita, Noviansyah Rizal, and Riza Bahtiar Sulistyan, *Metode Penelitian Kuantitatif: Buku Ajar Perkuliahan Metodologi Penelitian Bagi Mahasiswa Akutansi & Manajemen*, third (Lumajang: Widya Gama Press, 2021), 5.

subject because the results of the research depend more on the instruments used and the measured variables used, rather than the intimacy and emotional involvement between the researchers and the subjects studied.²

In this research, the researcher used a quasi-experimental which used two classes an experimental group and a control group. Both groups gave pre-test and post-test, but only the experimental class provided treatment. After the pre-test, the experimental group taught using the Learning Together (LT) method, while the control group used teacher-centered.

² Sidik Priadana and Denok Sunarsi, *Metode Penelitian Kuantitatif*, 1st ed. (Tangerang: Pascal Book, 2021), 51.

The following is the summary of the research type:³

Experimental group O_1 X O_2

Control group O_3 O_4

Experimental : The class that taught using the Learning Together (LT) group.

Control : The class that taught without using the Learning Together group.

O_1 O_3 : Pre-test

X : Treatment

O_2 O_4 : Post-test

After the two groups gave the pre-test and post-test, the researcher then calculated the differences in the post-test results from the two

³ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 316.

groups to see whether learning together (LT) was effective for teaching writing or not.

B. Research Setting and Schedule

1. Research Setting

This research was conducted at MA Ma'arif Al-Mukarrom. This school located at Jl. Raden Patah, No. 11, sub-district Kauman, regency Ponorogo. Statistic numbers of the school: 131235020020. NPSN: 20579356. E-mail: mts.ma.almukarrom@gmail.com. The accreditation of the school was A. The vision of MA Ma'arif Al-mukarrom is to be faithful, pious, knowledgeable, technological, and have good morals with the aim of ahlussunnah wal jamaah.

The researcher chose MA Ma'arif Al-Mukarrom as the place of research because this school is one of the public schools based on Islamic boarding schools located in the sub-

district of Kauman. Several superior activities are implemented at MA Ma'arif Al-Mukarrom, including reading the Al-Qur'an before teaching and learning activities, habituating the Dhuha Prayer every Friday, and khotmil Qur'an every once a month. Besides, MA Ma'arif Al-Mukarrom also has excellent programs, namely the multimedia class and skills class which consist of an automotive class and a fashion class.

2. Research Schedule

This research requires four meetings in both experimental and control classes. This research started on February 17, 2023. The detailed schedule in experimental class can be seen in the table below:

Table 3.1 Experimental Group Schedule

Date	Activities
February 17, 2023	Pre-test
February 24, 2023	First treatment
March 03, 2023	Second treatment
May 5, 2023	Post-test

At the first meeting, the researcher conducted a pre-test. Because the material used in this study was personal letter text, the researcher asked whether students had ever written a letter to someone before giving the pre-test. After that, students are given a worksheet containing a topic that they must use to make a personal letter.

In the second meeting, the researcher conducted the first treatment. In this meeting the researcher explained the rules, steps and objectives of Learning Together (L.T.) besides that the researcher provided material in the form

of definitions, language features and structure of personal letters. Using the Learning Together (L.T.) strategy, the students are given worksheets to discuss with their group. After that, each group representatives present their results in front of the class.

In the third meeting the researchers gave a second treatment using Learning Together (L.T.). This meeting begins with the researcher conveying the learning objectives, followed by the researcher providing material regarding personal letters. After that, students are formed in heterogeneous groups and given worksheets. Students are asked to produce one product with their group in the form of a personal letter based on the chosen topic that has been given. After

that, representatives of each group were asked to present their results in front of the class.

In the last meeting, the researcher conducted a post-test. The implementation procedure is the same as the pre-test, but the questions given are different. After carrying out the post-test, the next researcher gave a reward to the group that collected the most points during learning using Learning Together (L.T).

Moreover, the research schedule in control class was same as in the experimental class. The detailed schedule in control class is presented in the table below.

Table 3.2 Control Group Schedule

Date	Activities
February 17, 2023	Pre-test
February 24, 2023	Second meeting
March 03, 2023	Third meeting
May 5, 2023	Post-test

The schedule in the control class was the same as the experimental class, but in the control class the researcher does not provide treatment. At the first meeting, the researcher gave the same pre-test as the experimental class.

At the second and third meetings the researcher gave material about personal letters using learning strategies that are usually used by teachers. The teachers usually teach using the teacher-center strategy, so the researcher also used this strategy.

In the third meeting, the researcher conducted a post-test in the control class just like experimental class. The implementation procedure is the same as the pre-test, but the questions given are different.

C. Population and Sample

1. Population

The population is the entire group of subjects from which the researcher wants information.⁴ The population can also be defined as a combination of all elements in the form of events, things, or people with similar characteristics that become the center of a researcher's attention because it is seen as a research universe.⁵ In line with those explanations, the population of this research is students at MA Ma'arif Al-Mukarrom in academic years of 2022/2023. There are six classes including: X science consisted of 20

⁴ Daniel Stockemer, *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata* (Cham: Springer International Publishing, 2019), 57.

⁵ Ratna Wijayanti Daniar Paramita, Noviansyah Rizal, and Riza Bahtiar Sulistyan, *Metode Penelitian Kuantitatif: Buku Ajar Perkuliahan Metodologi Penelitian Bagi Mahasiswa Akutansi & Manajemen*, third (Lumajang: Widya Gama Press, 2021), 59.

students, X social consisted of 25 students, class XI science consisted of 30 students, XI social consisted of 27 students, XII science consisted of 24 students, and XI science consisted of 34 students. Then, the total number of students was 160 students. In this research, the researcher used XI grade as the population. The researcher used XI grade because XI Grade was included in the middle class category. It means, they were not new students and were not currently focused on facing final exams.

2. Sample

The sample is part of the population that has similar characteristics to the population itself. A sample is also called an example. The calculated value obtained from this sample is

called statistics.⁶ The researcher used XI grade MA Ma'arif Al-Mukarrom as a sample. XI grade science is an experimental class, while XI grade social is a control class. The sampling technique used is a purposive sample. This sampling method selects subjects based on the researcher's specific criteria. Because the sampling technique in this study used purposive sampling, the sampling was also based on consideration of the teacher's recommendations who recommended XI grade as a sample. This is also because based on information obtained from English subject teachers, XI grade science and XI social have the same abilities. Therefore, the total sample of this research is 57 students as present in the table below:

⁶ Sidik Priadana and Denok Sunarsi, *Metode Penelitian Kuantitatif*, 1st ed. (Tangerang: Pascal Book, 2021), 159.

Table 3.4 Sample

Class	Student
XI Science	30
XI Social	27
Total sample	57

D. Research Variable and Operational Definition

This study used two variables, namely the independent and the dependent variable. The independent variable in this study is the cooperative learning strategy called Learning Together (LT), while the dependent variable is teaching writing. The following is the operational definition of each variable:

1. Independent Variable (X)

The independent variable in this research was Learning Together (L.T.). Learning Together (LT) is a cooperative learning strategy in which students are placed in small groups, in

which each group is asked to produce a single group product.⁷ The Learning Together (LT) emphasizes four elements: face-to-face interaction, positive interdependence, individual responsibility, and interpersonal and small group skills.⁸

2. Dependent Variable (Y)

The dependent variable in this research was teaching writing. Teaching writing is essential in language learning, but among all the skills, writing seems to be the least focused because it requires extra effort. Writing is a difficult skill for students to master. Therefore, the teacher must help students during the writing process. In teaching writing there are some tasks

⁷ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur Dan Model Penerapan*, 5th ed. (Yogyakarta: Pustaka Pelajar, 2013), 119.

⁸ Robert E Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 15th ed. (Bandung: Nusa Media, 2015), 250.

that teachers must perform before, during, and after students write include: demonstrating, motivating and provoking, supporting, responding, and evaluating.⁹

E. Technique and Instrument of Data Collection

According to Riduwan in Priadana and Sunarsih, data collection techniques are techniques or methods that can be used by researchers to collect data. Data collection techniques are the most important step in the research process, because the main goal of research is to get data.¹⁰ In a research, the data collection step is a very decisive stage of the process and results of the research to be carried out. Errors in carrying out data collection in a research will have a direct impact on the process and results

⁹ Jeremy Harmer, *How to Teach Writing*, 9. impr, How To (Harlow: Longman, Pearson Education, 2011), 42.

¹⁰ Sidik Priadana and Denok Sunarsi, *Metode Penelitian Kuantitatif*, 1st ed. (Tangerang: Pascal Book, 2021), 186.

of a study. Data collection techniques are largely determined by the research methodology, whether quantitative or qualitative. In qualitative research, there are known data collection techniques: observation, focus group discussion (FGD), indent interviews, and case studies. Whereas in quantitative research known data collection techniques: questionnaires (questionnaires), interviews, and documentation.¹¹ In this research the researcher used quantitative research and the data collection techniques are:

1. Test

The test is used to collect scores of students' writing skills. In this study, researchers used tests in the form of pre-test and post-test.

¹¹ Priadana and Sunarsi, 189.

a. Pre-test

Pre-test is given to determine the student's writing skills of personal letter from both classes before the learning activity. Pre-test was given at the first meeting. Before being given a pre-test, the researcher first gave a stimulus to students about personal letters. The researcher asked whether the students had ever written a letter to a friend. The researcher also asked about what is usually written in a letter. After that, the researcher gave worksheets to students and asked students to write personal letters according to the topics given.

b. Post-test

The post-test was given at the last meeting after the treatment was given. In the post-test, students are asked to write a personal. The scores obtained from the post-test results in the experimental class and the control class, were then compared to see if there was a significant difference between the two classes. The results of these calculations are then used to answer the objectives of this study.

2. Documentation

Documents are records of past events. Documents can be in the form of writing, pictures, or monumental work from someone else.¹² Interpretatively it can be interpreted that

¹² Priadana and Sunarsi, 195.

documents are records of past events written or printed, can be anecdotal notes, letters, diaries and documents. In addition, office documents including internal sheets, communications to various publics, student and employee files, program descriptions and teaching statistics. In this research, the documentation used to support the data collected by the researcher. The kind of documentation that used in this research, including lesson plan (RPP), attendance list, student's worksheet, student's score of pre-test and post-test, and photo.

Moreover, to facilitate the researcher in the process of collecting data, the researcher used research instruments as presented in the table below:

P O N O R O G O

Table 3.1 Matrix Research Instrument

Research Variable	Indicators	Instruments	Item of instrument
X (Learning Together)	The teacher conveys the learning objectives to be achieved in the lesson and motivates students to learn.		
	The teacher presents information to students.		
	The teacher forms group of 4 to 5 students heterogeneously.		
	Each group receives a worksheet for discussion material and completes it.		
	The teacher guides study groups when the students do their assignment.		
	The teacher evaluates the results of the learning material and several groups present the result of group work.		
	The teacher gives praise		

Research Variable	Indicators	Instruments	Item of instrument
	and award based on the results of group work.		
Y (Teaching writing)	The students can write the social function of personal letter text according to the context.	Written test, pre-test, post-test	1
	The students can use the personal letter text structure correctly.		
	The students can use the language features of personal letter text correctly.		
	The student can write a personal letter		

F. Validity and Reliability

1. Validity

Validity is the extent to which an instrument measures what it is intended to measure. Validity is a measure of the level of

validity. A measuring instrument is said to be effective when it measures the object to be measured accurately.¹³ Whether or not a measuring instrument is valid is determined by the purpose and subject matter of the measuring instrument. Determining the validity of a measuring instrument depends on the considerations for what and for whom the tool is used. According to Budiastuti and Bandur, there are three types of validity that are often discussed by statisticians, namely content validity, criterion-related validity, and construct validity.¹⁴

a. Content Validity

Content validity relates to whether the statement items arranged in a questionnaire

¹³ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 225.

¹⁴ Dyah Budiastuti and Agustinus Bandur, *Validitas dan Reliabilitas Penelitian* (Jakarta: Mitra Wacana Media, 2018), 146.

or test cover all the material to be measured.¹⁵

It means that each statement or question in the research instrument must be made based on the indicators of the material used in the research.

b. Criterion Validity

Criterion validity relates to whether the new measurement tool is in accordance with other measurement instruments that are considered as models or have been widely used in certain fields of science. In this context, researchers need to compare the new research instrument with other research instruments.¹⁶

¹⁵ Budiastuti and Bandur, 147.

¹⁶ Budiastuti and Bandur, 146.

c. Construct Validity

Construct validity relates to whether the research tools used have been prepared based on an appropriate and relevant theoretical construct. Questionnaires that have high construct validity are always based on definitions or limitations of experts on the concept, not on dictionary definitions.¹⁷

Before the research instrument is given to students, a validity test must be carried out first. In this research, the researcher used content validity to validate research instruments in the form of pre-test and post-test. The researcher used IBM SPSS Statistic 25 to measure the validity. The steps in validation testing are as follows:

¹⁷ Budiastuti and Bandur, 148.

- 1) Open IBM SPSS Statistic 25
- 2) Choose analyze, correlate, bivariate.
- 3) Move the item in the left box to the variables box.
- 4) Last, click OK.

From the calculation results, items can be determined as valid if the significant r-value is $>$ than r-table.¹⁸ In this study, to test the validation of the researchers used class XI MIPA 1 students from SMAN 1 Jenangan because at MA Ma'arif Al-Mukarrom there were only two classes for class XI. Class XI MIPA consists of 21 students. However, when the researcher validated there were three students who could not take part in the lesson, they received dispensation from the school to practice preparing for the competition.

¹⁸ Budiastuti and Bandur, 159.

So, the respondents in this validation consisted of 18 students. The researchers used a 5% level of significance (0.05) with $df=n-2$ or $18-2=16$.¹⁹ So, the r-table is 0.468. The results of the validation calculations are presented in the table below.

Table 3.2 Correlation of Product Moment Pre-test

Correlations							
		Item 1	Item 2	Item 3	Item 4	Item 5	Total Score
Item 1	Pearson Correlation	1	.714**	.614**	.672**	.828**	.853**
	Sig. (2-tailed)		.001	.007	.002	.000	.000
	N	18	18	18	18	18	18
Item 2	Pearson Correlation	.714**	1	.599**	.673**	.801**	.872**
	Sig. (2-tailed)	.001		.009	.002	.000	.000
	N	18	18	18	18	18	18
Item 3	Pearson Correlation	.614**	.599**	1	.422	.767**	.814**
	Sig. (2-tailed)	.007	.009		.081	.000	.000
	N	18	18	18	18	18	18
Item 4	Pearson Correlation	.672**	.673**	.422	1	.788**	.807**
	Sig. (2-tailed)	.002	.002	.081		.000	.000
	N	18	18	18	18	18	18

¹⁹ Musrifah Mardiani Sanaky, La Moh Saleh, and Henriette D Titley, "Analisis Faktor-Faktor Penyebab Keterlambatan Pada Proyek Pembangunan Gedung Asrama MAN 1 Tulehu Maluku Tengah" 11, no. 1 (2021): 433.

Correlations							
		Item 1	Item 2	Item 3	Item 4	Item 5	Total Score
Item 5	Pearson Correlation	.828**	.801**	.767**	.788**	1	.972**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	18	18	18	18	18	18
Total Score	Pearson Correlation	.853**	.872**	.814**	.807**	.972**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	18	18	18	18	18	18
**. Correlation is significant at the 0.01 level (2-tailed).							

The table above is the result of calculations using SPSS. From the table it can be seen that the validation value of each item are: item 1 is 0.853, item 2 is 0.872, item 3 is 0.814, item 4 is 0.807, and item 5 is 0.972. The recapitulation is presented on the table below.

Table 3.3 Recapitulation of Validity Pre-test

Item Number	r-table	r-value	Criteria
1	0.468	0.853	Valid
2	0.468	0.872	Valid
3	0.468	0.814	Valid
4	0.468	0.807	Valid
5	0.468	0.972	Valid

In this research, the researcher used a 5% level of significance (0.05) with $df=n-2$ with n is the total respondent. So, the calculation is $18-2=16$. Then, the r -table is 0.468 and from the table above can be known that the result of the r -value from item number 1-5 are 0.853, 0.872, 0.814, 0.807, and 0.972. It means $r\text{-value} > r\text{-table}$. So, it can be concluded that the pre-test instrument is valid.

Table 3.4 Corelation of Product Moment Post-test

Correlations							
		Item 1	Item 2	Item 3	Item 4	item 5	Total Score
Item 1	Pearson Correlation	1	.653**	.528*	.500*	.225	.773**
	Sig. (2-tailed)		.003	.024	.035	.369	.000
	N	18	18	18	18	18	18
Item 2	Pearson Correlation	.653**	1	.460	.483*	.535*	.820**
	Sig. (2-tailed)	.003		.055	.042	.022	.000
	N	18	18	18	18	18	18
Item 3	Pearson Correlation	.528*	.460	1	.557*	.636**	.819**
	Sig. (2-tailed)	.024	.055		.016	.005	.000

Correlations							
		Item 1	Item 2	Item 3	Item 4	item 5	Total Score
	N	18	18	18	18	18	18
Item 4	Pearson Correlation	.500*	.483*	.557*	1	.450	.746**
	Sig. (2-tailed)	.035	.042	.016		.061	.000
	N	18	18	18	18	18	18
item 5	Pearson Correlation	.225	.535*	.636**	.450	1	.716**
	Sig. (2-tailed)	.369	.022	.005	.061		.001
	N	18	18	18	18	18	18
Total Score	Pearson Correlation	.773**	.820**	.819**	.746**	.716**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.001	
	N	18	18	18	18	18	18
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The table above is the result of calculations using SPSS. From the table it can be seen that the validation value of each item are: item 1 is 0.773, item 2 is 0.820, item 3 is 0.819, item 4 is 0.746, and item 5 is 0.716. The recapitulation is presented on the table below.

Table 3.5 Recapitulation of Validity Post-test

Item Number	r-table	r-value	Criteria
1	0.468	0.773	Valid
2	0.468	0.820	Valid
3	0.468	0.819	Valid
4	0.468	0.746	Valid
5	0.468	0.716	Valid

In this research, the researcher used a 5% level of significance (0.05) with $df=n-2$ with n is the total respondent. So, the calculation is $18-2=16$. Then, the r-table is 0.468 and from the table above can be known that the result of the r-value from item number 1-5 are 0.773, 0.820, 0.819, 0.746, and 0.716. It means $r\text{-value} > r\text{-table}$. So, it can be concluded that the post-test instrument is valid.

2. Reliability

Reliability refers to the consistency of scores obtained and how consistent they are for

each individual from one administration of an instrument to another and one set of items.²⁰ In this research, the reliability test used the IBM SPSS Statistic 25 program with Cronbach's Alpha statistical test. The steps in reliability testing are as follows:

- a) Open IBM SPSS Statistic 25
- b) Click Analyze, then select Scale and Reliability Analysis
- c) Then enter the items being tested into the Items box
- d) Last, click OK.

Guidelines for making decisions in this test are:²¹

²⁰ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012).

²¹ Musrifah Mardiani Sanaky et al., “Analisis Faktor-Faktor Penyebab Keterlambatan Pada Proyek Pembangunan Gedung Asrama MAN 1 Tulehu Maluku Tengah” 11, no. 1 (2021).

- 1) If $\alpha > 0.90$, then the reliability is perfect.
- 2) If the α is between $0.70 - 0.90$, then the reliability is high.
- 3) If α $0.50 - 0.70$ then the reliability is moderate.
- 4) If $\alpha < 0.50$, then low reliability.

The results of the reliability testing of pre-test instrument are presented in the table below.

Table 3.6 The Result of Reliability Statistics Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	5

Based on calculation of reliability testing used the IBM SPSS Statistic 25 program with Cronbach's Alpha statistical test, it can be seen the result of reliability test is 0.894. It can be concluded that the pre-test instrument reliability is high because the α is between $0.70 - 0.90$.

Meanwhile, the results of the reliability testing of post-test instrument are presented in the table below.

Table 3.7 Result of Reliability Statistic Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.832	5

Based on calculation of reliability testing used the IBM SPSS Statistic 25 program with Cronbach's Alpha statistical test, it can be seen the result of reliability test is 0.832. It can be concluded that the pre-test instrument reliability is high because the alpha is between 0.70 - 0.90.

G. Data Analysis Technique

In this research, the researcher used a quasi-experimental research design. Therefore, for data analysis techniques, the researcher uses three forms

of tests, namely: normality test, homogeneity test and hypothesis test.

1. Normality Test

The normality test is a procedure used to determine whether data comes from a normally distributed population or is in a normal distribution. The normal distribution is a symmetrical distribution with the mode, mean and median in the center. The normal distribution is defined as a certain distribution which has the characteristic of a bell shape when formed into a histogram.²² In this study, the researcher tested the normality of the data using the Kolmogorov Smirnov test with the help of SPSS. The calculation steps are as follows:

a) enter the SPSS program

²² Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, 1st ed. (Yogyakarta: SIBUKU MEDIA, 2017), 79.

- b) Click variable view on SPSS data editor
- c) In the name column of the first row, type according to the variable to be entered.
- d) In the type column select Numeric and in the decimals column select 0
- e) Open data view.
- f) Enter the data according to the variable
- g) Click variable analyze-descriptive statistics-explore.
- h) Click variable Y and enter it into the dependent list box. Then click plots.
- i) Click normality plots with test then click continue.
- j) Finally click OK.

Guidelines for making decisions in this test are:²³

²³ Nuryadi et al., 87.

- 1) If significance or probability value < 0.05 , then the distribution is not normal.
- 2) If significance or probability value > 0.05 , then the distribution is normal.

2. Homogeneity test

Homogeneity test is a statistical test procedure that is intended to show that two or more groups of sample data come from populations that have the same variance.²⁴ So, it can be said that the homogeneity test aims to find out whether the several groups of research data have the same variance or not. In other words, homogeneity means that the data sets we examine have the same characteristics. In this study, the researcher tested the homogeneity test

²⁴ Nuryadi et al., 89.

of the data using the Levene test with the help of SPSS. The calculation steps are as follows:

- a) Open SPSS
- b) Enter variable data arranged in one column.
- c) Make class coding by creating a new variable that has been given "Label 1" for the first variable and "Label 2" for the second variable.
- d) Then select Analyze, Descriptive Statistics, Explore
- e) After that, input the variable whose homogeneity will be calculated in the dependent list section, and the variable effect in the factor list section, then select the Plots button. Select Levene Test for Untransformed
- f) Select the Continue button then select OK.

The way to interpret this Levene test is if the Levene Statistic value is > 0.05 , it can be said that the data variation is homogeneous.²⁵

3. Hypothesis Test

After carrying out the normality test and homogeneity test, the researcher then conducted a hypothesis test. In this research, the researcher used independent sample t-test for statistical analysis to analyze the effectiveness of Learning Together (LT) in teaching writing skills. As for the test, the researcher carried out the researcher's hypothesis test using SPSS with the following steps:²⁶

- a) First, open IBM SPSS Statistic 25
- b) Second, input the data to data view

²⁵ Nuryadi et al., 93.

²⁶ Nuryadi et al., 111.

- c) Click menu analyze-compare means-independent sample t-test
- d) After that, enter the results of the scores obtained by students into the test variable and student groups into the grouping variable.
- e) Click Define group, in using specified values enter the number "1" in group 1 and the number "2" in group 2. Then click continue.
- f) Then click OK.

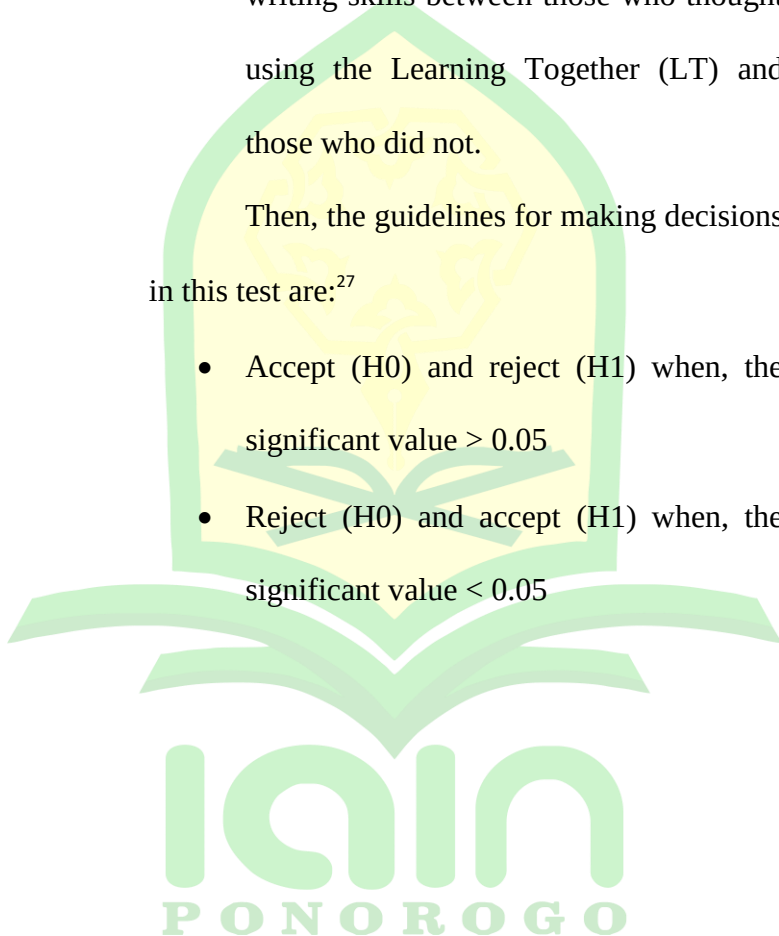
Since this study is using independent sample t-test for statistical analysis and the research hypothesis is:

- The Null Hypothesis (H_0) = There is no significant difference in students' writing skills between those who thought using the Learning Together (LT) and those who did not.

- The Alternative Hypothesis (H1) = There is a significant difference in students' writing skills between those who thought using the Learning Together (LT) and those who did not.

Then, the guidelines for making decisions in this test are:²⁷

- Accept (H0) and reject (H1) when, the significant value > 0.05
- Reject (H0) and accept (H1) when, the significant value < 0.05



²⁷ Nuryadi et al., 114.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Data Description

This research was conducted at MA Ma'arif Al-Mukarrom, where the researcher used class XI as research subjects. As for XI grade at MA Ma'arif Al-mukarrom consisted of XI grade science and XI social. The researcher then used XI grade science as the experimental group, while XI grade social as the control group.

Based on interview with English subject teacher, the researcher gained information that writing is one of the most difficult skills for students to master. This is also reinforced by the results of the researcher's pre-research, where when students are asked to write down dialogues students often make writing errors such as, including mistakes in writing

punctuation marks and problems while arranging words into a sentence, making mistakes in verb forms and still using improperly vocabulary choices.

The teacher has used several tricks to overcome this problem, but it turns out that there are still some students who score below the KKM. Thus, students need other strategies in teaching writing. In addition, the researcher offered to use learning together strategies in teaching writing.

Teaching and learning activities began with the researcher asking students if they have ever written a letter. After that, the researcher conveyed to students that the material to be studied is one of a type of letter, namely a personal letter. The researcher explained the material regarding personal letters starting from the definition, social functions, language features and characteristics of personal

letters. Besides provided material the researcher also provided examples and questions for students to discuss in order to better understand the material about personal letters. In this study, both classes were given pre-test and post-test. However, only the experimental class was given treatment in the form of learning using a learning together strategy. While the control class taught only using teacher-centered.

In the experimental class, treatment is carried out after the pre-test. The first treatment was carried out on February 24, 2023 and the second treatment was carried out on March 03, 2023. The learning process in the experimental class used the Learning Together strategy began with the researcher conveyed the learning objectives, followed by the researcher delivered the material about personal letters. The researcher then divided

the students into several groups consisting of 4-5 students heterogeneously. Students were given worksheets and the researcher guided students to study and discuss with their respective groups. After that, group representatives were asked to present the results of their respective group work and the researcher provided feedback. Finally, the researcher gave a reward for the best group.

In control class, the researcher taught material personal letter using learning strategy that was usually used by the teacher. The teacher usually taught using the teacher-center strategy, so the researcher also used this strategy. The learning and teaching process in control group was conducted on February 24, 2023 and march 05, 2023.

The used of the Learning Together (L.T) strategy in the experimental class is expected to help

students achieve the goals in writing class. The scores used in the study were taken from the results of the pre-test and post-test in both classes. The pre-test was carried out at the first meeting. While the post-test was carried out at the last meeting, after the students were given material about personal letters and the experimental class was taught using a learning together strategy.

1. Data Description of Experimental Class

In this section, the researcher explains the procedures for teaching writing in the experimental class and the results obtained in the experimental class.

a. The Research Procedures in Experimental Class

The learning process in the experimental class began on February 17,

2023. At the first meeting the researcher gave a pre-test to students to find out how far their writing ability was. After that, at the next meeting the researcher gave treatment twice, in the form of learning using the Learning Together (L.T) strategy. Then in the last meeting, the researcher carried out a post-test to see the students' writing ability after being given treatment. The detailed procedure in experimental class is as follows:

In the first meeting, the researcher carried out a pre-test. First of all, the researcher started the lesson by greeting them and asking how the students were doing. Then the researcher and students read a prayer together to start learning. After that, the researcher checked the students'

attendance as a discipline attitude. The researcher then asked the students if they had ever written a letter to their friends or relatives. After that, the researcher explained briefly about personal letters to students. Students are given the opportunity to ask questions about personal letters. After no one asked again, the researcher distributed pre-test worksheets to students. During the pre-test, students are asked to make a personal letter with the topic to do assignment together. Students are asked to make personal letters for their friends, in which they invite their friends to work on assignments together.

After all students finished working on the pre-test, the researcher then asked

students to submit it. The researcher then conveyed an explanation of the lesson plan at the next meeting. Finally, the researcher asked the students to read a prayer together to end today's learning activities.

At the second meeting, the researcher gave the first treatment by using Learning Together (L.T) as a learning strategy in writing class. The class began with an opening activity in which the researcher first opened the class by greeting and continued by inviting students to pray together. After that, the researcher checked the students' attendance. Entering the core learning activities using Learning Together (L.T), the first step is to present goals and set. At this stage the researcher explains the learning

objectives to be achieved. In addition, the researcher also explained the learning procedure to be carried out. The next step is to present information. At this stage, the researcher provides an explanation of personal letters, starting with explaining the definition, the social functions, and the structure. At this stage, students are also given the opportunity to ask the teacher about material they do not understand.

The next step is to organize students into learning teams. At this stage, the teacher forms student study groups consisting of 4 to 5 students heterogeneously. Group formation was taken based on the results of the students' pre-test scores. The next step is assist teamwork and study. At this stage,

each group is given a worksheet to discuss with their respective group mates. Students are asked to identify the structure of the personal letter given and asked to mention the social function of the personal letter. Each grub is given a different letter to discuss. The researcher guides each group to work together to complete the worksheets given.

The next step is to test on the materials. At this stage, each group representative is asked to present the results of their group's work in front of the class. In addition, students were also given feedback on the results of their respective group work. The final step is provided recognition. At this stage, the teacher gives rewards to the group

that has collected the most points during the learning process. After the learning activities were completed, the researcher ended the class by asking students to pray together.

At the third meeting, the researcher conducted the second treatment. At this meeting, the class began with the researcher opening the class by greeting. After that, invite students to read a prayer together and check student attendance. Then, the researcher asked about the material in the previous meeting. After that, learning using Learning Together (L.T) begins. The first stage of Learning Together (L.T) is to present goals and set. At this stage the researcher explains the learning objectives to be achieved. In addition, the researcher also

explained the learning procedure to be carried out. The researcher explained that the learning procedure today was same as the second meeting. The next step is to present information. At this stage, the researcher continued the material in the second meeting. The researcher explains the language features and characteristics of personal letters. At this stage, students are also given the opportunity to ask the teacher about material they do not understand.

The next step is to organize students into learning teams. At this stage, the teacher forms student study groups consisting of 4 to 5 students heterogeneously. Group formation was same as the second meeting. The next step is assist teamwork and study. At this

stage, each group is given a worksheet to discuss with their respective group mates. Students are asked to make a personal letter with their group mates. To make it easier for students to write letters, the researcher gave five choices of topics to students. Each group is free to choose one of the topics given and make a personal letter according to the chosen topic. The researcher guided each group to work together to complete the worksheets given.

The next step is to test on the materials. At this stage, each group representative is asked to present results of personal letters that have been written with their group. In addition, students were also given feedback on the results of their

respective group work. The final step is provided recognition. At this stage, the teacher gives rewards to the group that has collected the most points during the learning process. After the learning activities were completed, the researcher ended the class by asking students to pray together.

At the last meeting, the researcher conducted a post-test. At this meeting, the class began with the researcher greeting the students and continued by reading a prayer together. Then, the researcher checked the students' attendance as a discipline attitude. After that, the researcher explained the learning procedure to be carried out and the purpose of the learning. After that, before carrying out the post-test the researcher

reviewed the material about personal letters.

The researcher asked the students the definition of personal letter. The researcher asked the students to mention the structure and language features of the personal letter. The researcher also asked students to mention the characteristics of a personal letter. After that, the researcher then distributed post-test worksheets to students.

During the post-test, students were asked to make a personal letter with the topic to watch live music together. Students are asked to make a personal letter for their friends, in which they invite their friends to watch live music that their school is holding in commemoration of the school anniversary.

After all students have finished working on

the post-test, the researcher then asks students to submit it. Finally, to end the learning activities the researcher invited the students to read a prayer.

**b. Score of Students' Writing in
Experimental Class**

In this research, the researcher taught experimental class using Learning Together (L.T) strategy. In experimental class, the researcher took the score of pre-test in the first meeting. After that, in the second and third meeting the researcher taught the experimental class using Learning Together (L.T) strategy. In the last meeting, the researcher took the score of post-test. The result of pre-test and post-test score from

experimental class showed in the table below:

Table 4.1 Students' Writing Score of Experimental Class

No.	Name	Score	
		Pre-test	Post-test
1.	Aditya Candra Jiwantara	45	73
2.	Agung Pambudi	37	70
3.	Alza Annisa Nidzaan Khofifah	71	85
4.	Andina Trias Tikasari	58	77
5.	Anggi Wilda Aulia	53	82
6.	Celvin Sany Asmara Manunggal	34	70
7.	Della Ayu Negtiyas	57	80
8.	Faisal Irfansyah	37	73
9.	Faiza Karroma Ardana	40	74
10.	Faizi Kirromi Ardani	40	73
11.	Filla Ayu Agystha Maharani	71	85
12.	Khoirul Anam	34	68
13.	Ilyas Mustaqin	34	72
14.	Imelda Zaakiya Solawatil Ummie	61	81
15.	Jainul Mustofa	36	71
16.	Khanna Zahrotunnisa	64	82
17.	Latifa Nurul Rohmah	66	86
18.	Monica Diah Ayu Permatasari	36	68

No.	Name	Score	
		Pre-test	Post-test
19.	Muhammad Fahri Nur Hafids	38	71
20.	Najwa Dhiyaul Aulia	81	88
21.	Niken Triya Ari Susan	82	90
22.	Nur Afita Sari	66	85
23.	Nur Shinta Fitriani	51	75
24.	Safika Rahma Aulia	65	85
25.	Shofiyatul 'Azzima Ar Rosyidah	50	76
26.	Yesica Ayu Lestari	50	76
27.	Dinar Mellanda Sa'diah	60	78
28.	Fitriya Nur Aini Rutmia Ningsih	52	77
29.	Muhammad Fajar Romadloni	36	69
30.	Nisa'i Mardiyatur R	49	74
Total		1554	2314
Mean		51,8	77,1
Median		50,5	76

From the table above it can be seen that the highest score from the pre-test results of students in the experimental class is 82, while the lowest score is 34. The highest score from the post-test results is 90 and the

lowest score is 68. In addition, it can be seen that the average result the pre-test score of students in the experimental class was 51.8. Meanwhile, the average post-test score was 77.1. From the table, it can also be seen that there is a difference in the students' average between the results of the pre-test and the results of the post-test. The average difference obtained is 25.3. This means, that there is a change in scores in experimental class students after being given treatment using the Learning Together (L.T).

Moreover, in MA Ma'arif Al-Mukarrom, the KKM value for students' writing skills is 68. From the results of the pre-test, there are still many students who have not exceeded the KKM. Therefore, a

learning strategy is needed that can help students to achieve the goal in writing class. The researcher used the Learning Together strategy to help students achieve their goal in writing class. The results of the scores from the experimental class can be seen in the frequency table below.

Table 4.2 Frequency Distribution of Pre-test in Experimental Class

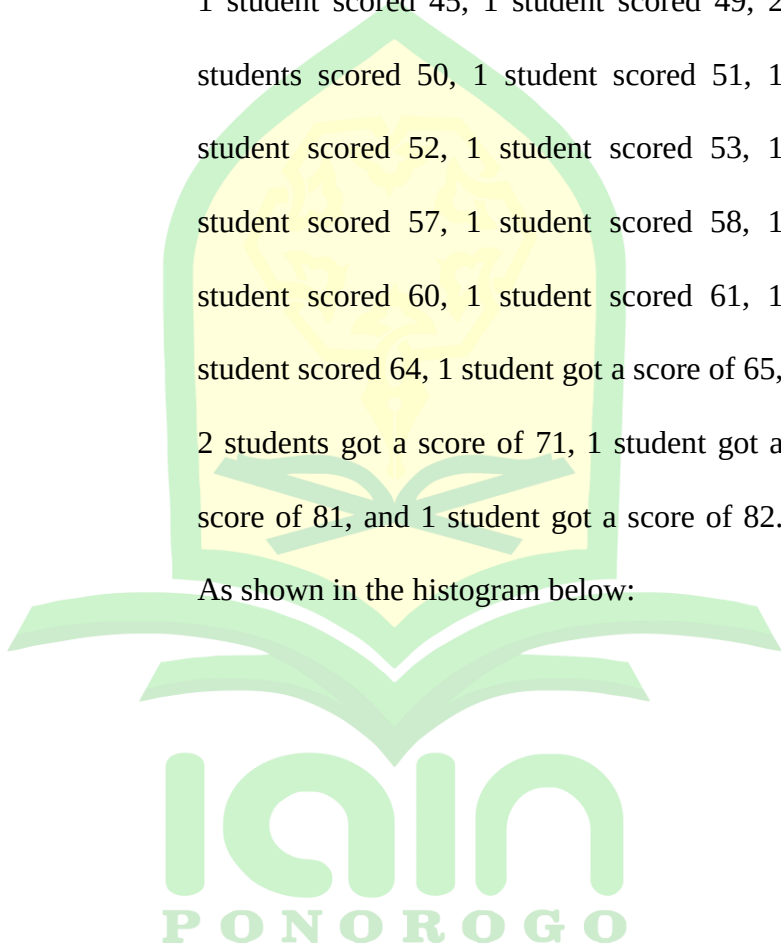
Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative percent
Valid	34	3	10.0	10.0	10.0
	36	3	10.0	10.0	20.0
	37	2	6.7	6.7	26.7
	38	1	3.3	3.3	30.0
	40	2	6.7	6.7	36.7
	45	1	3.3	3.3	40.0
	49	1	3.3	3.3	43.3
	50	2	6.7	6.7	50.0

Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative percent
	51	1	3.3	3.3	53.3
	52	1	3.3	3.3	56.7
	53	1	3.3	3.3	60.0
	57	1	3.3	3.3	63.3
	58	1	3.3	3.3	66.7
	60	1	3.3	3.3	70.0
	61	1	3.3	3.3	73.3
	64	1	3.3	3.3	76.7
	65	1	3.3	3.3	80.0
	66	2	6.7	6.7	86.7
	71	2	6.7	6.7	93.3
	81	1	3.3	3.3	96.7
	82	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that the results of the pre-test scores of students in the experimental class were very diverse. There were 3 students who scored

34, 3 students scored 36, 2 students scored 37, 1 student scored 38, 2 students scored 40, 1 student scored 45, 1 student scored 49, 2 students scored 50, 1 student scored 51, 1 student scored 52, 1 student scored 53, 1 student scored 57, 1 student scored 58, 1 student scored 60, 1 student scored 61, 1 student scored 64, 1 student got a score of 65, 2 students got a score of 71, 1 student got a score of 81, and 1 student got a score of 82.

As shown in the histogram below:



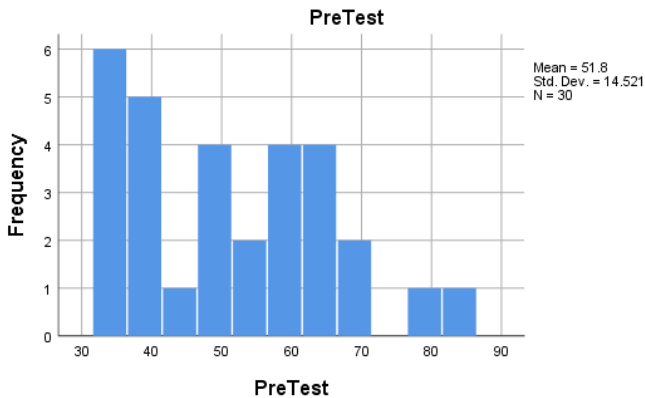


Figure 4.1 Histogram of Pre-test in Experimental Class

The histogram above showed the result of students' pre-test in experimental class. From the histogram above can be known that the mean of students' pre-test in experimental class is 51.8 with the standard deviation 14.521. Meanwhile, the results of the post-test scores in the experimental class can be seen in the table below:

**Table 4.3 Frequency Distribution of Post-test
Experimental Class**

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	2	6.7	6.7	6.7
	69	1	3.3	3.3	10.0
	70	2	6.7	6.7	16.7
	71	2	6.7	6.7	23.3
	72	1	3.3	3.3	26.7
	73	3	10.0	10.0	36.7
	74	2	6.7	6.7	43.4
	75	1	3.3	3.3	46.7
	76	2	6.7	6.7	53.3
	77	2	6.7	6.7	60.0
	78	1	3.3	3.3	63.3
	80	1	3.3	3.3	66.7
	81	1	3.3	3.3	70.0
	82	2	6.7	6.7	76.7
	85	4	13.3	13.3	90.0
	86	1	3.3	3.3	93.3
	88	1	3.3	3.3	96.7

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
	90	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that the results of the pre-test scores of students in the experimental class were very diverse. There were 2 students who scored 68, 1 student who scored 69, 2 students who scored 70, 2 students who scored 71, 1 student who scored 72, 3 students who scored 73, 2 students who scored 74, 1 student scored 75, 2 students scored 76, 2 students scored 77, 1 student scored 78, 1 student scored 80, 1 student scored 81, 2 students scored 82, 4 student who scored 85,

1 student who scored 86, 1 student who scored 88, 1 student who scored 90. As shown in the histogram below:

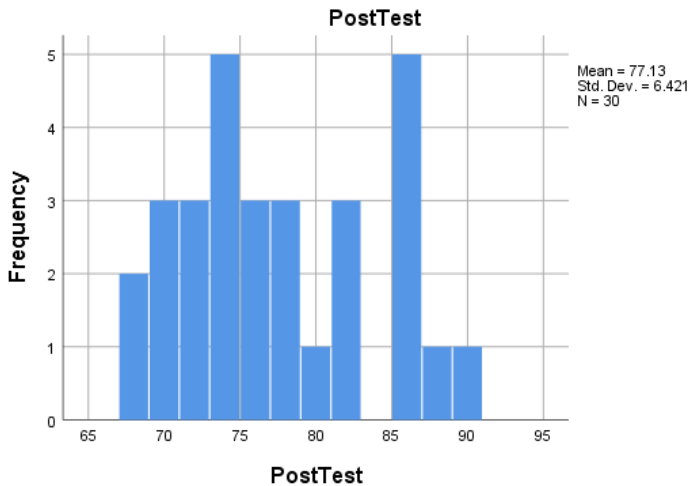


Figure 4.2 Histogram of Post-test in Experimental Class

The histogram above showed the result of students' post-test in experimental class. From the histogram above can be known that the mean of students' post-test in experimental class is 77.13 with the standard deviation 6.421.

2. Data Description of Control Class

In this section, the researcher explains the procedures for teaching writing in the experimental class and the results obtained in the experimental class

a. The Research Procedures in Control Class

The learning process in the control class began on February 17, 2023. At the first meeting the researcher gave a pre-test to students to find out how far their writing skills. The learning procedure for the first meeting in the control class is the same as in the experimental class. First, the researcher started the class by greeting and continued by asking how students were doing. After that, the researcher asked the students to read a prayer together and check the students'

attendance. In the next activity, the researcher asked the students if they had ever written a letter to their friends or relatives. After that, the researcher explained briefly about personal letters and students were given the opportunity to ask questions about personal letters. After no more questions were asked, the researcher then distributed the pre-test worksheets to the students. During the pre-test, students are asked to make a personal letter with the topic to do assignment together. Students are asked to make personal letters for their friends, in which they invite their friends to work on assignments together.

After all students finished working on the pre-test, the researcher then asked

students to submit it. The researcher then conveyed an explanation of the lesson plan at the next meeting. Finally, the researcher asked the students to read a prayer together to end today's learning activities.

At the second meeting, it was different from the experimental class that was given treatment. In the control class, the researcher pursued using a strategy commonly used by teachers, namely the teacher-center using a scientific approach.

First, to start the learning process, the researcher conducted preliminary activities by greeting, followed by reading a prayer together and checking student attendance.

After that, the researcher explained the

learning objectives to be achieved and also the mechanism for the learning process.

Secondly, in the main activities, the researcher explains the material related to the personal letter. The material studied includes: the definition of personal letter, the social function, and the structure of personal letter. After that, the researcher gave the students the opportunity to ask questions about the material they did not understand. Then, the researcher gave worksheets to students to work on together with their respective desk mates. Students are asked to identify the structure of the personal letter that has been given and mention its social function. After finished working on the worksheet, the researcher then invited students to discuss the

worksheet together. Lastly, in the closing activity, the researcher asked students to make conclusions about the main points they had learned. After that, the researcher asked the students to close the class by reading a prayer together.

In the third meeting, just like the second meeting continued the material about personal letters. At this meeting, the class began with the researcher opening the class by greeting and asking how students were doing. Then, the researcher asked the students to read a prayer together and check the students' attendance. After that, the researcher asked the material at the previous meeting and explained the learning objectives to be achieved at this meeting. The

researcher then began to explain the follow-up material from the personal letter in the form of language features and characteristics of the personal letter. Students are given the opportunity to ask questions about material they do not understand.

The next activity, after no students ask again. The researcher then distributes worksheets that must be done by students. Students are asked to make a personal letter. The researcher gave five choices of topics that students could use to make a personal letter. After all students finished writing personal letters, the researcher asked students to collect them. Lastly, in the closing activity, the researcher asked students to make conclusions about the main points they had

learned. After that, the researcher asked the students to close the class by reading a prayer together.

At the last meeting, the researcher conducted a post-test. At this meeting, the class began with the researcher greeting the students and continued by reading a prayer together. Then, the researcher checked the students' attendance as a discipline attitude. After that, the researcher explained the learning procedure to be carried out and the purpose of the learning. After that, before carrying out the post-test the researcher reviewed the material about personal letters. The researcher asked the students the definition of personal letter. The researcher asked the students to mention the structure

and language features of the personal letter.

The researcher also asked students to mention the characteristics of a personal letter. After that, the researcher then distributed post-test worksheets to students.

During the post-test, students were asked to make a personal letter with the topic to watch live music together. Students are asked to make a personal letter for their friends, in which they invite their friends to watch live music that their school is holding in commemoration of the school anniversary.

After all students have finished working on the post-test, the researcher then asks students to submit them. Finally, to end the learning activities the researcher invited students to read a prayer.

b. Score of Students' Writing in Control

Class

In this research, the researcher taught control class using the strategy usually used by the teacher. In control class, the researcher took the score of pre-test in the first meeting. After that, in the second and third meeting the researcher taught the control class using teacher-center. In the last meeting, the researcher took the score of post-test. The result of pre-test and post-test score from control class showed in the table below:

Table 4.4 Students' Writing Score of Control Class

No.	Name	Score	
		Pre-test	Post-test
1.	Dion Agus Aswinando	42	69
2.	Fajar sandi	55	74

No.	Name	Score	
		Pre-test	Post-test
3.	Fitri Eriztiananda	52	72
4.	Luthfi Zanaini	34	77
5.	Mohammad Nurdianto	36	64
6.	Muhammad Fatkuroji	55	75
7	Muhammad Riva Setiawan	51	74
8	Nanda Sri Wulandari	38	73
9	Putra Nurwanto	37	65
10	Rafika Hidayaningrum	61	70
11	Rifdah Maryuni	53	71
12	Riyan Fitriya	37	65
13	Roni Saputra	38	63
14	Salisa Wahyu Awaliyah	37	73
15	sendi Aditya Prasetyo	43	72
16	Shoimun	37	65
17	Siti Khoirun Nisa'	54	66
18	Siti Nur Wahidah	54	75
19	Siti Rukayah	41	72
20	Widyanto Prasetyo Nugroho	37	64
21	Zakaria	64	72
22	Putri Indah Purwaningsih	51	67
23	Dheka Aulya Agustyn	74	81
24	M. Yoga Wahyul Khoiri	42	66
25	Muhammad Dedi	34	63

No.	Name	Score	
		Pre-test	Post-test
26	Mahardiva Insani Zulfa	55	71
27	Rohmat Juma'in	36	63
Total		1350	1882
Mean		50	69,7
Median		46	71

From the table above it can be seen that the highest score from the pre-test results of students in the control class is 80, while the lowest score is 37. The highest score from the post-test results is 81 and the lowest score is 63. In addition, it can be seen that the average result the pre-test score of students in the control class was 50. Meanwhile, the average post-test score was 69.7. From the table, it can also be seen that there is a difference in the students' average between

the results of the pre-test and the results of the post-test. The average difference obtained was 19.7. This means that there is a change in the results of the students' pre-test and post-test scores. However, even though there was a change, it turned out that there were still many students who scored below the KKM set by MA Ma'arif Al-Mukarrom, namely 68. The results of the scores from the control class can be seen in the table below:

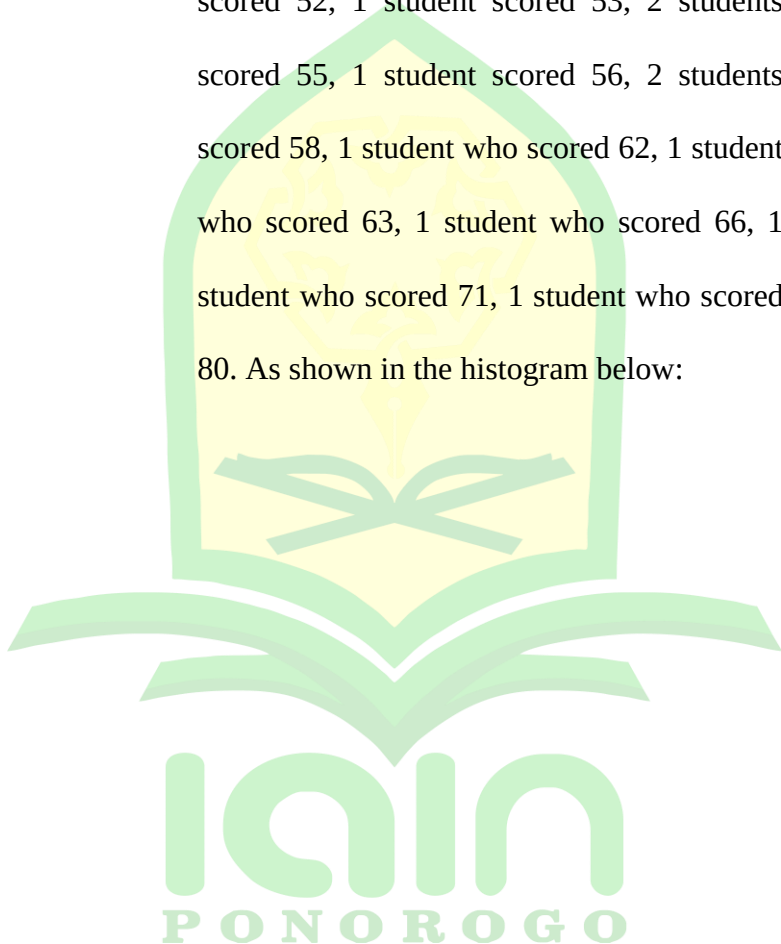
Table 4.5 Frequency Distribution of Pre-test in Control Class

Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	3.7	3.7	3.7
	38	3	11.1	11.1	14.8
	39	2	7.4	7.4	22.2
	40	1	3.7	3.7	25.9
	42	2	7.4	7.4	33.3
	43	3	11.1	11.1	44.4
	44	1	3.7	3.7	48.1

Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
	46	1	3.7	3.7	51.9
	49	1	3.7	3.7	55.6
	52	1	3.7	3.7	59.3
	53	1	3.7	3.7	63.0
	55	2	7.4	7.4	70.4
	56	1	3.7	3.7	74.1
	58	2	7.4	7.4	81.5
	62	1	3.7	3.7	85.2
	63	1	3.7	3.7	88.9
	66	1	3.7	3.7	92.6
	71	1	3.7	3.7	96.3
	80	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Based on the table above, it can be seen that the results of the pre-test scores of students in the experimental class were very diverse. There was 1 student who scored 37, 3 students who scored 38, 2 students who scored 39, 1 student who scored 40, 2 students who scored 42, 3 students who

scored 43, 1 student who scored 44, 1 student scored 46, 1 student scored 49, 1 student scored 52, 1 student scored 53, 2 students scored 55, 1 student scored 56, 2 students scored 58, 1 student who scored 62, 1 student who scored 63, 1 student who scored 66, 1 student who scored 71, 1 student who scored 80. As shown in the histogram below:



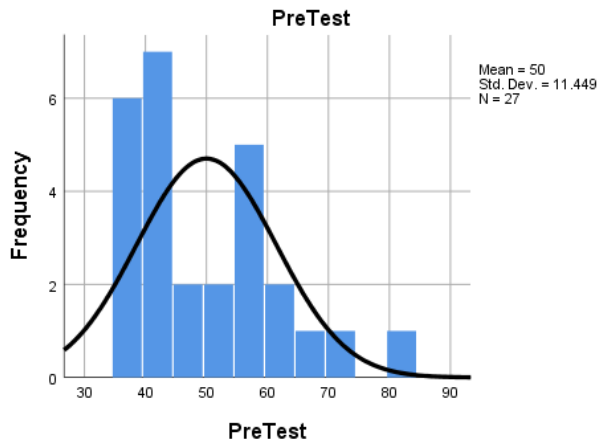


Figure 4.3 Histogram of Pre-test in Control Class

The histogram above showed the result of students' pre-test in control class.

From the histogram above can be known that the mean of students' pre-test in control class is 50 with the standard deviation 11.449.

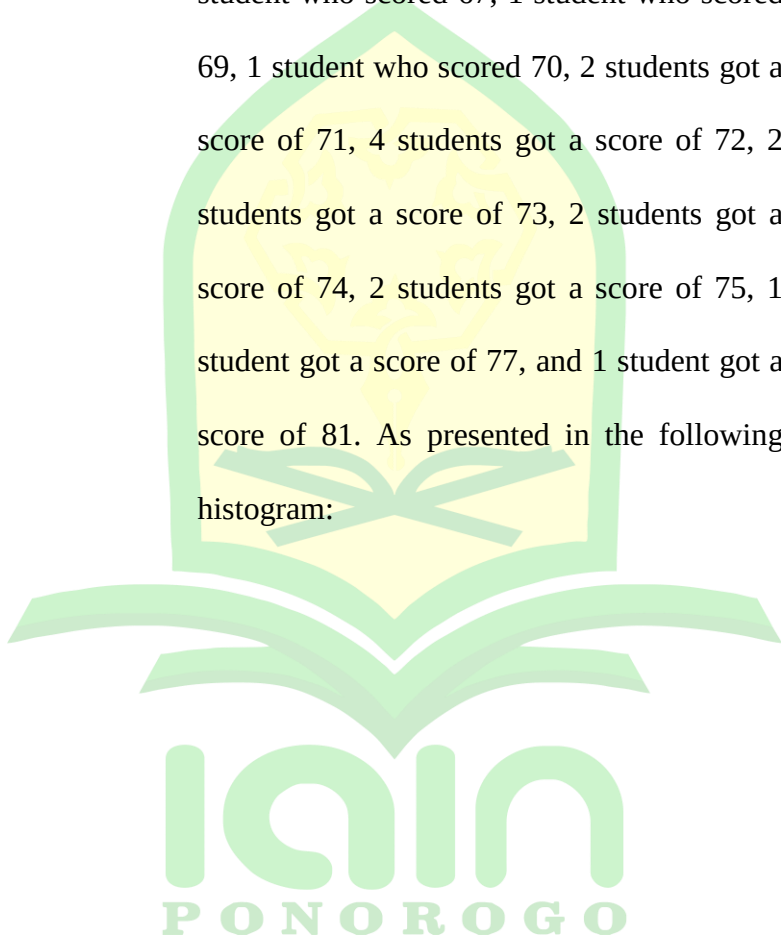
Meanwhile, the results of the post-test scores in the control class can be seen in the table below:

Table 4.6 Frequency Distribution of Post-test in Control Class

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	3	11.1	11.1	11.1
	64	2	7.4	7.4	18.5
	65	3	11.1	11.1	29.6
	66	2	7.4	7.4	37.0
	67	1	3.7	3.7	40.7
	69	1	3.7	3.7	44.4
	70	1	3.7	3.7	48.1
	71	2	7.4	7.4	55.6
	72	4	14.8	14.8	70.4
	73	2	7.4	7.4	77.8
	74	2	7.4	7.4	85.2
	75	2	7.4	7.4	92.6
	77	1	3.7	3.7	96.3
	81	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Based on the table above, it can be seen that the results of the pre-test scores of students in the experimental class were very diverse. There were 3 students who scored

63, 2 students who scored 64, 3 students who scored 65, 2 students who scored 66, 1 student who scored 67, 1 student who scored 69, 1 student who scored 70, 2 students got a score of 71, 4 students got a score of 72, 2 students got a score of 73, 2 students got a score of 74, 2 students got a score of 75, 1 student got a score of 77, and 1 student got a score of 81. As presented in the following histogram:



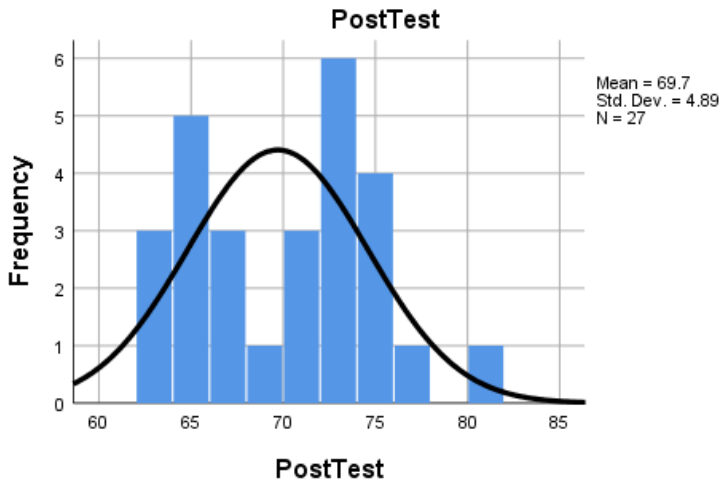


Figure 4.4 Histogram of Post-test in Control Class

The histogram above showed the result of students' post-test in control class.

From the histogram above can be known that the mean of students' post-test in control class is 69.7 with the standard deviation 4.89.

B. Inferential Statistic

1. Assumption Test

a. Normality Test

The normality test is a procedure used to determine whether data comes from a normally distributed population or is in a normal distribution. The normal distribution is a symmetrical distribution with the mode, mean and median in the center. The normal distribution is defined as a certain distribution which has the characteristic of a bell shape when formed into a histogram.¹ In this study, the researcher tested the normality of the data using the Kolmogorov Smirnov test. The data is said to be normal if the

¹ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, 1st ed. (Yogyakarta: SIBUKU MEDIA, 2017), 79.

significance or probability value is > 0.05 .²

The results of the normality test can be seen in the table below:

Table 4.7 The Result of Normality Test

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experiment	.123	30	.200*	.941	30	.099
	Control	.146	27	.146	.937	27	.103
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, it can be seen that the result of the calculation of the normality test in the experimental class is 0.200, which means that the significant value is greater than 0.05 ($0.200 > 0.05$). So, it can be concluded that the data in the experimental class are normally distributed. While in the control class, it can be seen that the significant value is 0.146, which

² Nuryadi et al., 87.

means the significance value is greater than 0.05 ($0.146 > 0.05$). So, it can be concluded that the data in the control class are also normally distributed.

b. Homogeneity Test

Homogeneity test is a statistical test procedure that is intended to show that two or more groups of sample data come from populations that have the same variance.³ In this study, the researcher tested the homogeneity test of the data using the Levene test. The way to interpret this Levene test is if the Levene Statistic value is > 0.05 , it can be said that the data variation is

³ Nuryadi et al., 89.

homogeneous.⁴ The result of homogeneity test is showed in the table below:

Table 4.8 The Result of Homogeneity Testing

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.627	1	55	.111
	Based on Median	1.974	1	55	.166
	Based on Median and with adjusted df	1.974	1	52.161	.166
	Based on trimmed mean	2.383	1	55	.128

From the table above, it can be seen that the significant value obtained is 0.111. It means, that the significance value is greater than 0.05 ($0.111 > 0.05$). So, it can be concluded that the variance of the data is homogeneous.

⁴ Nuryadi et al., 93.

2. Testing of Hypothesis

After carrying out the normality test and homogeneity test, the researcher then conducted a hypothesis test. Hypothesis testing is a procedure used to test the validity of a statistical hypothesis of a population by using data from a sample of that population.⁵ While a good hypothesis always fulfills two statements, namely: Describes the relationship between variables and can provide instructions on how to test the relationship.⁶ In this research, the researcher used independent sample t-test for statistical analysis. The result of statistical analysis presented in the table below:

⁵ Nuryadi et al., 74.

⁶ Nuryadi et al., 75.

Table 4.9 The Result of Hypothesis Testing

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.627	.111	4.873	55	.000	7.430	1.525	4.374	10.485
	Equal variances not assumed			4.943	53.595	.000	7.430	1.503	4.415	10.444

From the table above, it can be seen that the significance value of the Levene test is 0.111, which means greater than 0.05 ($0.111 > 0.05$).

Therefore, the significance value of the t-test

used is the significance value in the first row. The guidelines for making decisions in this test is accept H_1 and reject H_0 when the significant value < 0.05 .⁷ From the table above, it can be seen that the result of the significant value is 0.000. So, it can be seen that the significant value of is less than 0.05 ($0.000 < 0.05$). Therefore, H_1 accepted and H_0 rejected. So, it can be concluded that there is a significant difference in students' writing skills between those who thought using the Learning Together (LT) and those who did not.

C. Discussion

In this discussion, the researcher tried to answer the statement of the problem from this research, is there any significant difference in

⁷ Nuryadi et al., 114.

students' writing skills between those who are taught using Learning Together (L.T) and who did not. To know whether H0 is accepted or H1 is accepted, the researcher saw the significance values of the independent sample t-test. According to Nuryadi, et.al, the guidelines for making decisions in independent sample t-test was accept H1 and reject H0 when the significant value < 0.05 .⁸

According to Abeti and Beriso, in their research found that cooperative learning can improve students' writing ability. The result of the research found that there was a significant difference between the control and experimental groups in students' writing abilities ($P < 0.05$).⁹ In addition, Hertiki and Juliati in their research found that cooperative

⁸ Nuryadi et al., 114.

⁹ Mitiku Teshome Abeti and Italo Beriso, "Effects of Cooperative Learning on Grade 11 Students' Writing Performance: Afar Regional State, Ethiopia," *Arabic Language, Literature & Culture* 6, no. 2 (2021): 31.

learning can improve students' writing skills. This is indicated by an increase in student scores from cycle I to II. In cycle I, student scores increased from 62.9 to 74.7. In cycle II, student scores increased from 76.7 to 83.5.¹⁰

According to Slavin, cooperative learning divided into three categories, student team learning, supported cooperative learning, and informal learning. The Learning Together is included as supported cooperative learning.¹¹ Moreover, in this research the researcher used Learning Together and the results of this study showed that the significance value of the independent sample t-test is 0.000. So, the significance value is less than 0.05 ($0.000 < 0.05$).

¹⁰ Hertiki - Hertiki and Juliati Juliati, "Improving Students' Writing Skills Using Cooperative Learning at SMPN 2 Sukodono," *Journal of English for Academic and Specific Purposes (JEASP)* 2, no. 2 (December 19, 2019): 54.

¹¹ Robert E Slavin, *Cooperative Learning: Teori, Riset Dan Praktik*, 15th ed. (Bandung: Nusa Media, 2015), 143.

Therefore, H1 accepted and H0 rejected. So, it can be concluded that there is a significant difference in students' writing skills between those who thought using the Learning Together (LT) and those who did not.



CHAPTER V

CLOSING

A. Conclusion

From the results of the data analysis, it can be concluded that there are differences in the average scores of students in the experimental class and the control class. The difference in mean of the experimental class and the control class is very significant. From the results of the post-test in this study, students in the experimental class obtained an average score of 77.1. Meanwhile, students in the control class obtained an average score of 69.7. It can be concluded that the results of the post-test scores in the experimental class are better than the results of the post-test scores in the control class. Then, to find out whether H_0 is rejected or accepted, a hypothesis test is performed using a paired sample

t-test. From the results of the t-test, a significant value of 0.000 was obtained. This means that the significance value is lower than 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that H_0 is rejected and H_1 is accepted. It means there is a significant difference in students' writing skills between those who thought using the Learning Together (LT) and those who did not.

B. Recommendation

Based on the results obtained from the research, the researcher provides the following recommendations:

1. For the English teacher

Teachers must be able to provide a variety of strategies that can help students achieve goals in learning English, especially writing. Teachers can use

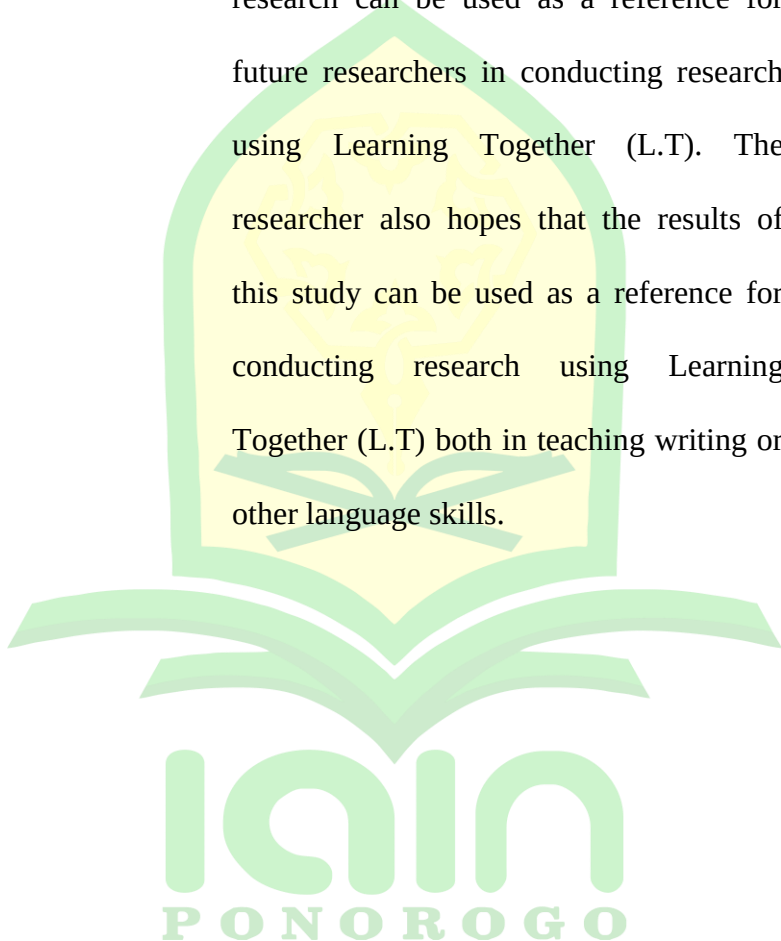
Learning Together (L.T) in teaching writing. Thus, students can discuss and exchange ideas in solving problems given by the teacher. Students can also directly provide corrections to writing errors made by their friends

2. For the students

The researcher hopes that students can be more motivated in learning writing using Learning Together (L.T). By using Learning Together (L.T), the researcher hopes students can work together in writing class. Students can also ask each other directly to their group mates about material they don't understand.

3. For the future researcher

The researcher hopes that this research can be used as a reference for future researchers in conducting research using Learning Together (L.T). The researcher also hopes that the results of this study can be used as a reference for conducting research using Learning Together (L.T) both in teaching writing or other language skills.



BIBLIOGRAPHY

Abeti, et.al. "Effects of Cooperative Learning on Grade 11 Students' Writing Performance: Afar Regional State, Ethiopia." *Arabic Language, Literature & Culture* 6, no. 2 (2021): 26.

Ary, Donald, et.al. *Introduction to Research in Education*. 8th ed. Belmont, CA: Wadsworth, 2010.

Bacon-Shone, John. *Introduction to Quantitative Research Methods*. Hong Kong: The University of Hong Kong, 2013.

Bashir, Mahrukh. *Bahasa Inggris*. Edisi Revisi. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017.

Brown, H. Douglas. *Language Assessment Principles and Classroom Practices*. 3rd ed. Philadelphia, PA: Pearson Education, 2018.

———. *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*. Sixth Edition. White Plains, NY: Pearson Education, 2014.

Budiastuti, Dyah, and Agustinus Bandur. *Validitas dan Reliabilitas Penelitian*. Jakarta: Mitra Wacana Media, 2018.

Celce-Murcia, et.al. *Teaching English as a Second or Foreign Language*. Fourth edition. Boston, MA, USA: National Geographic Learning, 2014.

Dewi, N.P.A.R.K., N.L.P.E.S. Dewi, and N.P.E. Marsakawati. "The Use of Google Classroom for Teaching

Writing.” *Jurnal Pendidikan Bahasa Inggris Indonesia* 10, no. 2 (September 2, 2022): 77–87.

Fareed, Muhammad, et.al. “ESL Learners’ Writing Skills: Problems, Factors and Suggestions.” *Journal of Education & Social Sciences* 4, no. 2 (October 2016): 83–94.

Fathurrohman, Muhammad. *Model-Model Pembelajaran Inovatif*. First. Jogjakarta: AR-RUZZ MEDIA, 2017.

Fraenkel, Jack R., et.al. *How to Design and Evaluate Research in Education*. 8th ed. New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012.

Harmer, Jeremy. *How to Teach Writing*. 9. impr. How To. Harlow: Longman, Pearson Education, 2011.

———. *The Practice of English Language Teaching*. 5th ed. London: Pearson Education ESL, n.d.

Hertiki, Hertiki -, and Juliati Juliati. “Improving Students’ Writing Skills using Cooperative Learning at SMPN 2 Sukodono.” *Journal of English for Academic and Specific Purposes (JEASP)* 2, no. 2 (December 19, 2019): 36–56.

Hidayat, et.al. “Students’ Problems in Personal Letter Writing: A Systemic Functional Linguistic Perspective.” In *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*. Bandung, Indonesia: Atlantis Press, 2020.

Hobri, Dafik, and Anowar Hossain. “The Implementation of Learning Together in Improving Students’ Mathematical Performance.” *International Journal of Instruction* 11, no. 2 (April 25, 2018): 483–96.

Huda, Miftahul. *Cooperative Learning Metode, Teknik, Struktur Dan Model Penerapan*. 5th ed. Yogyakarta: Pustaka Pelajar, 2013.

Kashinath, Kattakola, and RLN Raju. "Techniques and Strategies for Improving Writing Skills of High School Students." *Palarach's Journal of Archaeology of Egypt/Egyptology* 17, no. 7 (2020).

Majid, Abdul. *Strategi Pembelajaran*. 6th ed. Bandung: Remaja Rosdakarya, 2016.

Mulasandi, Mira, and Dewi Pramita. "Keefektifan Penggunaan Model Pembelajaran Learning Together (LT) dengan Paduan Model Talking Stick Materi SPLDV Siswa Kelas VIII SMP." *JTAM | Jurnal Teori dan Aplikasi Matematika* 1, no. 1 (October 26, 2017): 22.

Nurhasanah, and Shofiyatul Huriyah. "Enhancing Students' Writing Achievement through E-Mail Exchanges on Personal Letter." *English Teaching Journal* 10, no. 2 (August 2019).

Nuryadi, et.al. *Dasar-Dasar Statistik Penelitian*. 1st ed. Yogyakarta: SIBUKU MEDIA, 2017.

Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing*. 2nd ed. White Plains, N.Y: Longman, 1997.

Paramita, et.al. *Metode Penelitian Kuantitatif: Buku Ajar Perkuliahan Metodologi Penelitian Bagi Mahasiswa Akutansi & Manajemen*. Third. Lumajang: Widya Gama Press, 2021.

Priadana, Sidik, and Denok Sunarsi. *Metode Penelitian Kuantitatif*. 1st ed. Tangerang: Pascal Book, 2021.

Richards, Jack C., and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge [i pozostale]: Cambridge University Press, 2010.

Sanaky, Musrifah Mardiani, La Moh Saleh, and Henriette D Titaley. “Analisis Faktor-Faktor Penyebab Keterlambatan Pada Proyek Pembangunan Gedung Asrama MAN 1 Tulehu Maluku Tengah” *Jurnal SIMETRIK* 11, no. 1 (2021).

Sari, Elsa Sulfiana, and Tiara Anggia Dewi. “Pengaruh Penggunaan Model Pembelajaran Cooperative Learning tipe Learning Together (LT) Terhadap Hasil Belajar Ekonomi Siswa Kelas XI.” *PROMOSI (Jurnal Pendidikan Ekonomi)* 6, no. 1 (May 30, 2018).

Slavin, Robert E. *Cooperative Learning: Teori, Riset Dan Praktik*. 15th ed. Bandung: Nusa Media, 2015.

Stockemer, Daniel. *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata*. Cham: Springer International Publishing, 2019.

Suryani, Renni, et.al. “Implementation of the Learning Together to Improve the Social Skills.” *Jurnal Studi Sosial* 8, no. 1 (2020).

Susanti, Elis. “The Impact of Learning Together Method Based Lesson Study on Students’ Self-Awareness in Speaking Class.” *Journal of English Education Literatur, and Linguistics* 1, no. 2 (November 2018): 13.

Wahyuni, Sri. "An Overview of Strategy in Language Learning." *Getsempena English Education Journal* 2, no. 2 (2015): 36–46.

