Abstract

Language plays an important role in life. Every human activity always uses language as its main vehicle. Language activity is the most essential activity in human life. This is true, because communicating is not just about delivering and receiving information, but also expression, asking for responses and responding with all the complexities of language that are not always realized by everyone. Bahasa Indonesia as a means to think logically, analytically, creatively, and systematically makes one can easily make new innovations in everyday life especially in education. The 1945 Constitution explains Indonesia's position as a language of unity is very strong. Article 36 reads, "The language of the country is the Indonesian language". The broader translation of this article can mean that the use of the Indonesian language is an obligation for every state interest and governance matters. Consequently, conservation efforts, fostering, and developing the Indonesian language are the responsibility of every citizen. The importance of fostering and developing Indonesian language is taught in all levels of education, from elementary, secondary, to college. Indonesian language learning can not be separated from learning to read, write, listen, and speak. Humans can acquire the skills of speaking and listening naturally, because both are normal human nature. While the skills of writing and reading can only be obtained through exercises and with mastery of certain concepts. Writing skills is a demand for everyone to master, especially for those who move or live in the academic world. Writing skill is one of the subjects taught to the students of Indonesian Language and Literature Studies Program at Muhammadiyah University of Makassar. Discourse can be used as a means to train students' writing skills. Selection of learning model is also very important to elicit enthusiastic students when following the lecture. The Cooperative Integrated Reading and Composition model is a model that includes reading and writing skills. The application of the model is expected to help students in pouring the idea that the text is not only read in their own circles but also can be published to be enjoyed by the general public.

Keywords: effectiveness, cooperative integrated reading and composition model, narrative discourse
A. Introduction

Education plays an important role in life. Education is a vehicle to prepare a quality generation, which starts from childhood to adulthood. The implementation of education and learning is differentiated at each stage and process, judging by age, mental and intellectual development. Each portion should be differentiated wisely. Learning in college for example, learners are human beings and have their own world, then the task of educators must be able to create learning in accordance with the level of maturity.

Learning at higher education institutions requires the adoption of participatory learning strategies that can foster an active learning environment. The involvement of students in this case students, is strongly influenced by challenges that can generate motivation in learning. That is, learners who have to process knowledge and play an active role in finding and finding their own knowledge, students who must be encouraged to actively practice using language. Educator task is to create situations and conditions for learners to learn optimally to practice using the language for the expected goal can be achieved.

How to apply a learning will greatly affect the ability of students in educating themselves. A successful educator is not just a charismatic and persuasive presenter. Furthermore, successful educators (teachers and lecturers) are those involving learners (high school and college students) in tasks that are cognitively charged and social, and teach them to do their tasks productively (Joyce, 2009: 7).

Writing skills are important skills, both in education and society. Writing skills need to be considered because it is one of the language skills that must be possessed by students. By writing, students can express ideas or opinions, thoughts, and feelings experienced. Besides, it can develop thinking power and creativity of students in writing.

Writing skill is one of the subjects in Indonesian Language and Literature Education Study Program at FKIP Muhammadiyah University Makassar. Through this course, students can practice their writing skills. Students as academic people are expected to always innovate and work. Tend to current students, they are lazy to write with reasons difficult to start and sometimes do not know what they will write. One reason is the reading interest of students who are declining when through reading will enrich the knowledge, broaden the horizons, and the horizon of thinking. Those wealth can be used as capital in developing or composing an article.

One alternative to solve the problem is through a learning model that combines reading and writing skills. Cooperative Integrated Reading and Composition is one model of cooperative learning which is an integrated cooperative teaching of reading and writing (Slavin, 2010: 200) which is a comprehensive or broad and comprehensive program for teaching reading and writing for high classes. The principle of integrated learning is in line with the four pillars of education outlined by UNESCO in the learning activities. The four pillars are "learning to know, learning to do, learning to be, learning to live together" (MoNE, 2002).

Based on the above description, it is deemed necessary to carry out research to prove the effectiveness of Cooperative Integrated Reading and Composition model in learning to write the narrative discourse of the students of Indonesian Language and Literature Education of Muhammadiyah University of Makassar.

B. Literature Review

1. Discourse

The opinion of linguists about the discourse provides an understanding that discourse is: (1) words, utterances, speeches which are a unity; (2) whole speech; (3) the most complete language unit. In this sense, the discourse is represented by the whole speech describing the content of meaning supported by the discourse. Reading is the complete recording of the language of the communication event. Communication can be done both orally and in writing. This implies that in the discourse there are speaker and listener. For communications conducted orally, greeter is a speaker and greeted is a listener. As for communication in writing, penyapa is a writer and pesapa adala reader. This is in line with the opinion of Darma (2009: 1) who said that the discourse to learn the language in its use, so it is pragmatic. Djajasudarma further (2006: 1) argues that the discourse contains a series of related sentences, linking propositions that one with other propositions, forming a unified information. Proposition is a configuration of meaning that explains the content of the communication (from the speaker); or proposition is the content of a rough concept that will give birth to a statement.

Djajasudarma (2006: 8) argues that narrative discourse is a series of speeches that tell or present things or events (events) through the protester of the perpetrator. According Keraf (2007: 136), the narrative is a form of discourse that seeks to describe clearly to the reader of
an event that has occurred. In addition, Zainurrahman (2011: 37), argued that the narrative is a writing that tells of an incident. The content of discourse is directed towards broadening the knowledge of the listener or reader. The power of this discourse lies in the sequence of stories based on time, ways of telling, or plot. In other words, the narrative is a form of essay that tries to tell the reader clearly what the action or events that happens in a dynamic time network. Because the core of the narrative lies in the event and the timing of it.

2. Model of Cooperative Integrated Reading and Composition

Cooperative integrated reading and composition is one of the most effective cooperative learning models in reading, writing, and language learning (Heatman in Slavin 2010: 210). The cooperative integrated reading and composition learning model is very different from other learning models. Some experts argue that this model excels in helping learners understand difficult concepts. In addition, another important objective contained in the cooperative integrated reading and composition learning model is to teach students working together and collaborating.

Steven and Slavin (in Jati, 2006: 35) suggests that cooperative integrated reading and composition model is a model of learning with the following steps, (1) forming groups of four people heterogeneously, (2) lecturers provide reading on the topic of learning, (3) students work together to read each other, find the main idea, and make responses to the discourse written on the sheet, (4) the students read the results of the group discussion, (5) the lecturers and students make the conclusion, and (6) the closing.

C. Methodology

This type of research is experimental research. According Mulyatiningsih (2013: 86), the use of experimental research methods is more advisable because the new product developed is clearly designed and live to test its effectiveness through the application of the model on the actual situation. The experimental research used is true experiment or pure experiment. Purely experimental research serves to find theoretical basis about the influence of experiments on the characteristics under investigation. The authors assign informants who serve as the object of research, namely the entire student semester V Program Language Education and Indonesian Literature University of Muhammadiyah Makassar which made the population. The number of each class is enough varied. Based on the existing population of this study using a sample study (sampling study), which is a study that does not represent all the subjects in the population, but only a part of it, commonly called the sample. Sampling used in this research is using group sample technique (cluster sampling). Samples taken fakus on semester V students of class VA and class VB which amounted to 36 students. VA class as experimental class and VB class as control class.

D. Findings and Discussion

1. Findings

Result of data analyst from observation in research, it can be said that the result of pretest in experiment class when compared with experimental class data of experiment about the effectiveness of writing narrative discourse obtained from affective, cognitive, and psychomotor asessment after given higher categorized treatment, that is student average get the value at 80-89. Affective assessment is done by observing students' activities during the learning process. The cognitive and psychomotor assessments performed on the posttes are essentially the same as those given in the pretest, i.e in the form of a description of four numbers concerning narrative discourse with assessment indicators (1) students can explain the notion of narrative discourse; (2) able to identify the characteristics of narrative discourse; (3) distinguishing narrative discourse with other types of discourse; and (4) describes the steps of constructing narrative discourse. Psychomotor assessment is given after applying cooperative integrated reading and composition model, which is self-determining topic to be developed in writing narrative discourse by taking into account the element of logic and systematicity content, organizational composition essay, the use of grammar, choice of word (diction), and the use of spelling and punctuation.

As in the experimental class, the pretest and posttes data of the control class were obtained from the assessment of the affective, cognitive, and psychomotor aspects prior to treatment, i.e the application of conventional learning models (discussion and assignment). The results obtained on the affective, cognitive, and psychomotor aspects of the postes if compared to pretest results in the process carried out as much as three times the meeting obtained an increase, but still in the medium category, the value of 65-79.
2. Discussion

Based on the students’ cognitive and psychomotor aspects assessment data concerning narrative discourse, the results of pretest and posttest of Class V A students as experimental class and students of Class V B as control class. Hypothesis tested to prove the effectiveness of model cooperative integrated reading and composition in learning to write narrative discourse based on experimental data of experimental class and control class, that is average of experiment class with sample size 29 people is 81,03 and control class with sample number 28 people is 73,79. From the statistical data, then inferential statistics analysis with independent samples t-test to prove the effectiveness of cooperative integrated reading and composition model. From the calculation result of the t-test with the number of sample experiment class (n1) 29 people and control class (n2) 28 people obtained t_count = 8,191 with the real level α = 0,05 and dk = n1 + n2 -2 = 55 then obtained t_table = 2.00. So obtained criteria t_count > t_table or 8,191 > 2.00. Therefore thitung > t_table criterion then H1 accepted and H0 rejected. Based on the calculation results can be said that, cooperative integrated model of reading and composition effective on the ability to write the narrative discourse of students.

E. Conclusion

Based on the results of research conducted on semester V students (Class VA and VB) it can be concluded that cooperative integrated reading and composition model proved effective applied in learning to write narrative discourse of students of Language and Literature Study Program of Indonesia Muhammadiyah University of Makassar. This can be seen from the test results as well as the calculation of normality test, homogeneity test, and hypothesis testing. Result of calculation of normality test showed that posttest data in Kolmogorov-Smirnov normality test class was obtained significant p = 0,054, Shapiro-Wilk obtained p = 0,151, While from control class Kolmogorov-Smirnov obtained significant level p = 0,091, Shapiro-Wilk obtained p = 0.118. Based on the information, the data for the experimental class and control class are from normal distributed data because the p> α (0,05).

The homogeneity test performed shows that both groups have the same variance (homogeneous). It is proved that the acquisition value is at a significant level = 0.765. Then p> α is 0.765> 0.05. The result of independent t-test samples with 29 people of experimental class (n1) and 28 people of control class (n2) obtained t_count = 8,191 with significant level α = 0,05 and dk = n1 + n2 -2 = 55 t_table = 2,00. So obtained criteria t_count > t_table or 8,191 > 2.00. Based on the hypothesis testing criteria, t_count > t_table then H1 is accepted and H0 is rejected.

F. References