

**THE EFFECTIVENESS OF COLLABORATIVE WRITING
METHOD IN TEACHING WRITING AT MTs ASSYAFI'YAH
GONDANG**

THESIS



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THE STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)
TULUNGAGUNG
2014**



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Presented to

The State Institute of Islamic Studies of Tulungagung in partial fulfillment of the
Requirements for the degree of Sarjana Pendidikan Islam in
English Education Program



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MOTTO

“A miracle is another name of an effort and God’s will”

“God does not give you something but God gives you what you need”

“If you want to be the winner, you must have principle as follow :

- **If everyone still sleep, you have to get up**
- **If everyone has got up, you have to walk**
- **If everyone has walked, you have to run”**

DEDICATION

I would like to dedicate this thesis and give special thanks to :

1. Allah SWT who has given blessing and mercing
2. My Father Sajir and My Mother Umi Hanik, and all of my family who always pray and give motivation to me.
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4. My Desired Love, who always beside me forever although she does not love me
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6. All of member of TBI – 8C who I love
7. All of member of TBI – 2C who I love because I feel to find new family and friends

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State that the thesis entitled “The Effectiveness of Collaborative Writing Method in Teaching Writing at MTs Assyafi’iyah Gondang” is truly my original work and helped by the expert of this matter. It is written and published as requirement for The Degree of Sarjana Pendidikan Islam in English Education Department, Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies (IAIN) of Tulungagung in academic year 2013/2014. Due to fact, I am responsible for the thesis, if there is any objection of claim from other.

Tulungagung, July 9th 2014
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ABSTRACT

Pramono, Juang Eko. Registered Number Student. 3213083070. 2014. The Effectiveness of Collaborative Writing Method in Teaching Writing at MTs Assyfi'iyah Gondang. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Institute of Islamic Studies (IAIN) of Tulungagung. Advisor: Dr.H Mashudi, M.Pd.I.

Keywords : Effectiveness, Collaborative Writing Method, Teaching Writing, and Pre – Experimental.

Writing is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to write. If their writing skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they will have a better chance to succeed in their study. Meanwhile, Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills.

The formulation of the research problems were : 1) How are the students score in teaching writing before using collaborative writing method? 2) How are the students score in teaching writing after using collaborative writing method? 3) Is there any significant effect of using collaborative writing method to students writing ability at MTs Assyafi'iyah Gondang?.

The purpose of this study were to : 1) To know the students score in teaching writing before using collaborative writing method, 2) To know the students score in teaching writing after using collaborative writing method, 3) To know the effectiveness of collaborative writing method in teaching writing in Eighth Grade at MTs Assyafi'iyah Gondang.

Research method : 1) The research design in this study was pre – experimental with quantitative approach, 2) The population of this study was all students of eighth grade at MTs Assyafi'iyah Gondang, 3) The sample was VIII^E class consisting of 33 students, 4) The research instrument was test, 5) the data analysis was using T test.

The result showed that 1) The mean of the students' score of writing descriptive text taught without collaborative writing as method is 50.82. Meanwhile, 2) The mean of the students' score of writing descriptive text taught

with collaborative writing as method is 74.85. 3) The T_{value} of SPSS was 40.22, whereas T_{table} with significant level 0,05% was 1.694. So, The T_{value} was higher than T_{table} ($40.22 > 1.694$). This means that the Alternative Hypothesis (H_a) which states that There is significant different score of the student's writing descriptive taught before using collaborative writing method and after using collaborative writing method was accepted. Whereas, the Null Hypothesis (H_0) which states that there is no significant different score of the student's writing descriptive taught before using collaborative writing method and after using collaborative writing method was rejected. In other words, collaborative writing method can be used as an alternative to writing descriptive text to the students at MTs level, exactly for Eighth Grade.

ABSTRAK

Pramono, Juang Eko. Nomor Induk Mahasiswa. 3213083070. 2014. The Effectiveness of Collaborative Writing Method in Teaching Writing at MTs Assyfi'iyah Gondang. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Institute of Islamic Studies (IAIN) of Tulungagung. Advisor: Dr. H. Mashudi, M. Pd. I.

Keywords : Efektif, Metode Penulisan kolaboratif, pembelajaran menulis, and Pre – Experimental.

Menulis adalah sesuatu yang sangat penting dan diperlukan untuk siswa – siswa karena kesuksesan belajar mereka berdasarkan kecakapan kemampuan menulis. Apabila kemampuan menulis mereka kurang, mereka mungkin bisa gagal dalam pembelajaran mereka atau mereka akan kesulitan mengikuti pembelajaran menulis. Dengan kata lain, apabila mereka memiliki kemampuan menulis yang baik, mereka akan memiliki peluang berhasil dalam pembelajaran mereka. Sementara, Menulis dengan metode kolaboratif menawarkan sebuah situasi pengajaran yang tidak hanya mengembangkan kemampuan menulis mereka tetapi juga berfikir kritis dan kemampuan pengambilan keputusan.

Formula dari rumusan masalah adalah : 1) bagaimana nilai dari murid – murid sebelum menggunakan metode penulisan kolaboratif?, 2) bagaimana nilai dari murid – murid sesudah menggunakan metode penulisan kolaboratif?, 3) apakah ada efek yang signifikan dari penggunaan metode menulis kolaboratif terhadap kemampuan menulis murid – murid di MTs Assyafi'iyah Gondang?.

Tujuan dari pembelajaran ini adalah untuk : 1) mengetahui nilai murid – murid di pembelajaran menulis sebelum menggunakan metode menulis kolaboratif, 2) mengetahui nilai murid – murid di pembelajaran menulis sesudah menggunakan metode menulis kolaboratif, 3) mengetahui keefektifan metode menulis kolaboratif dalam pembelajaran menulis di kelas VIII di MTs Assyafi'iyah Gondang.

Metode penelitian : 1) design penelitian di pembelajaran ini adalah pre – experimental dengan pendekatan quantitative, 2) populasi dari pembelajaran ini adalah semua murid – murid kelas VIII di MTs Assyafi'iyah Gondang, 3) sampel

adalah kelas VIII E yang terdiri dari 33 siswa, 4) instrumen penelitian adalah tes, 5) data analisis adalah menggunakan T test.

Hasil penelitian menunjukkan bahwa 1) Nilai siswa dari pembelajaran menulis teks deskriptif tanpa metode menulis kolaboratif adalah rendah karena rata – ratanya adalah 50,82. Sementara, 2) Nilai siswa belajar menulis teks deskriptif dengan metode menulis kolaboratif adalah meningkat karena rata – rata siswa 74,85. T_{value} dari hasil penghitungan SPSS adalah 40,22, sedangkan T_{table} dengan significant level 0,05% adalah 1,694, sehingga 3) T_{value} lebih tinggi dari pada T_{table} ($40,22 > 1,694$). Ini berarti bahwa menerima the Alternative Hypothesis (H_a) yang menyatakan ada perbedaan yang signifikan nilai dari pembelajaran menulis teks deskriptif sebelum menggunakan metode menulis kolaboratif dan sesudah menggunakan metode menulis kolaboratif. Sedangkan menolak the Null Hypothesis (H_0) yang menyatakan tidak ada perbedaan yang signifikan nilai dari pembelajaran menulis teks deskriptif sebelum menggunakan metode menulis kolaboratif dan sesudah menggunakan metode menulis kolaboratif. Dengan kata lain, metode menulis kolaboratif dapat digunakan sebagai sebuah alternatif menulis teks deskriptif untuk siswa MTs sederajat, tepatnya untuk kelas VIII.

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6. The class E of eighth grade at MTs Assyafi'iyah in academic year 2013/2014 for the corporation as the sample this research.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 9th 2014
The Writer

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