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

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ABSTRACT: 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. To have a good writing ability, the teacher must have an appropriate method of teaching to help the students learn it. Therefore, the researcher applied one of method which can cope it by using Collaborative Writing Method, to know whether the method is effective to improve students' ability. Teaching students by using Collaborative Writing method helps them to do their work information, a higher order thinking skill which includes analysing information and identifying key concepts. In this research, the writer applied pre experimental with One Group Pretest-Posttest design. The population of this research was population study. Means that the subject of the research were the eighth grade students of MTs Assyafi'iyah Gondang consisted of one class also as a population. The instrument used in this researcher was test. The data analysis of this research was using T test. The result showed that there was a significant different between the result of the pretest and posttest score. The mean score of the post-test was higher (74.85) than pre-test (50.82). The t-test value was higher than the value of t-table (40.22 > 1.694). It could be concluded that the Collaborative Writing method was effective used in teaching writing descriptive text.

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

Language as one of social aspects of human life is the most important means of communication in any society. Language is a human system of communication ideas comprehensibly from one person to another that uses arbitrary signals, such as voice sounds, gestures, and written symbols.

There must be close relationship between language and people who use the language. People need language when they express their ideas, feelings, and thought or when they have interaction one and another. So, therefore, language is very useful, we need it to write our desire. We can express our ideas, feelings, and thoughts, establish and maintain social relation to others by writing.

English is one of the most and important language because it is an international language for any requirements to get your goal in this era. Beside English enrolles as knowledge and art language.

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.

Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. So, The collaborative writing method was selected because it was believed to be able to stimulate the students to be more involved in the writing activities and to facilitate the students to comprehend the passages. And it can be decrease their weakness and increase their strength because their often share with their collaborative writing teams to achieve the knowledge needed for future work especially final test and others that do one by one and not teamwork.

METHODOLOGY

This study used pre - experimental with One Group Pretest - Posttest design. This study was classified as pre - experimental design because of no control of extraneous variable. In the One - Group Pretest - Posttest design, a single group is measured or observed not only after being exposed by a treatment, but also before being exposed by a treatment. In this study, the hypothesis were tested by comparing the pretest and posttest scores to know the effectiveness of using Collaborative Writing Method on students' writing descriptive text comprehension ability.

Population of this research were the eighth grade students of MTs Assyafi'iyah Gondang consisted of one class. Population in this research was population study. It was caused that the subject of the research as a population which only one class consist of 33 students.

The researcher formulates two kinds of hypothesis to be tested; they are Null Hypothesis (Ho) saying There is no significant different score of the student's writing descriptive taught before using collaborative writing method and after using collaborative writing method. And Alternative Hypothesis (Ha) saying There is significant different score of the student's writing descriptive taught before using collaborative writing method and after using collaborative writing method.

In this study, the researcher used test as instrument, therefore the researcher applied a set of tests: pretest and posttest. Here, Pretest was given before doing an experimental research or before teaching by using Collaborative

Writing Method. And Posttest was given after doing the treatment or after teaching by using Collaborative Writing Method.

Data of this study was collected by administering test. To find out the data, the researcher applying pretest that the form is esay. The test is given to know the basic competence for student and to know they earlier knowledge before they get treatment. The test of pretest is essay about descriptive text with The Best Friend theme. Time allocation of the test is 60 minutes. The pretest test was held on May 6th, 2014.

After gaining the pretest, the researcher gives the treatment by teaching using Collaborative Writing Method. In the last the researcher gained the posttest. It was given after the researcher giving the treatment or Collaborative Writing Method. The test is given to know the basic competence for student and to know they earlier knowledge after they get treatment. It is done to know the final score and to know the student difference achievement before and after they get treatment. The test of pretest is essay about descriptive text with The Best Friend theme. Time allocation of the test is 60 minutes. The pretest test was held on May 8th, 2014.

In this research, the writer used quantitative data analysis. The quantitative data of this research were analyzed by using statistical method. This technique was used to find the significant different on the students' achievement before and after being taught by Collaborative Writing Method. To know the signifficant diference of the writing comprehension ability between taught by using Collaborative Writing Method and taught without Collaborative Writing Method was used paired sample T test at SPSS 21 for windows.

FINDINGS

       To know the students' writing achievement, the researcher gave pretest and posttest in order to know their writing ability before and after being taught by using Collaborative Writing Method. The test in experimental group was given by asking students to write about descriptive text with The Best Friend theme. The forms was essay. The pretest was done before treatment process by giving Collaborative Writing Method in teaching writing descriptive text comprehension. And the posttest was done before treatment process by giving Collaborative Writing Method in teaching writing descriptive text comprehension. The data of the students' achievement before being taught by taught by using Collaborative Writing Method could be seen in the following table.

1. The students' writing achievement after being taught by using collaborative writing as method

No	Subject	Compositions					Total score
		Content	Organiza tion	Mechanic	Usage	Sentence structure	
1.	AA	17	7	16	8	6	54
2.	ATL	14	5	12	6	5	42
3.	AK	18	9	14	9	10	60
4.	ATK	18	7	13	6	7	51
5.	AS	16	6	12	7	5	46
6.	CM	15	5	10	6	4	40
7.	DHL	18	7	12	6	7	50
8.	DRS	16	7	11	8	7	49

9.	EENA	17	7	12	8	7	51
10.	EP	17	8	12	9	8	54
11.	IP	18	8	13	9	7	55
12.	IATJ	17	7	10	8	7	49
13.	ITW	18	7	14	6	7	52
14.	KO	17	7	12	8	6	50
15.	MEW	16	5	10	6	5	42
16.	MNF	17	7	10	8	8	50
17.	MFT	15	5	10	6	4	40
18.	MN	16	7	10	8	8	49
19.	MMA	18	8	12	8	7	53
20.	MMBZ	17	8	10	8	9	52
21.	MAF	17	7	12	8	8	52
22.	MKE	17	7	11	7	8	50
23.	NM	16	6	10	7	6	45
24.	NA	15	6	10	6	6	43
25.	NAA	17	7	13	7	7	51
26.	NH	16	7	12	7	8	50
27.	ONF	16	7	12	7	7	49
28.	RA	20	11	16	12	11	70
29.	WA	20	11	18	12	10	71
30.	RCA	18	9	12	10	10	59
31.	RSKD	16	9	14	8	9	56
32.	NTA	16	7	10	7	8	48
33.	YW	15	6	10	7	6	44
							$\sum = 1677$

The pretest was given to the students by asking them to write a descriptive text about The Best Friend individually. It was done before

treatment process by teaching learning process by using collaborative writing as method. This test was intended to know the basic competence of the students before the students got treatment.

Table 4.2. Descriptive Statistics of Pretest

		Pretest
N	Valid	33
	Missing	0
Mean		50,8182
Median		50,0000
Mode		50,00
Sum		1677,00

Table 4.3. Frequency of Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	2	6,1	6,1	6,1
	42,00	2	6,1	6,1	12,1
	43,00	1	3,0	3,0	15,2
	44,00	1	3,0	3,0	18,2
	45,00	1	3,0	3,0	21,2
	46,00	1	3,0	3,0	24,2
	48,00	1	3,0	3,0	27,3
	49,00	4	12,1	12,1	39,4
	50,00	5	15,2	15,2	54,5
	51,00	3	9,1	9,1	63,6
	52,00	3	9,1	9,1	72,7
	53,00	1	3,0	3,0	75,8
	54,00	2	6,1	6,1	81,8
	55,00	1	3,0	3,0	84,8
	56,00	1	3,0	3,0	87,9

59,00	1	3,0	3,0	90,9
60,00	1	3,0	3,0	93,9
70,00	1	3,0	3,0	97,0
71,00	1	3,0	3,0	100,0
Total	33	100,0	100,0	

Based on the tables and histogram of pretest above, that consist of 33 students. It shows that the mean score is 50.82, the median score is 50, and the mode score is 50.

2. The students' writing achievement after being taught by using collaborative writing as method

No	Subject	Compositions					Total score
		Content	Organiza tion	Mechanic	Usage	Sentence structure	
1.	AA	18	16	17	15	12	78
2.	ATL	14	17	14	12	10	67
3.	AK	18	16	16	17	14	81
4.	ATK	18	15	17	14	10	74
5.	AS	17	14	15	14	11	71
6.	CM	15	13	14	13	12	67
7.	DHL	18	15	16	14	12	75
8.	DRS	16	15	14	16	13	74
9.	EENA	18	16	15	17	12	78
10.	EP	18	16	14	16	15	79
11.	IP	18	16	16	15	15	80
12.	IATJ	17	15	14	16	14	76
13.	ITW	18	16	16	16	14	80
14.	KO	17	16	17	17	13	80
15.	MEW	15	12	12	11	10	60
16.	MNF	17	15	13	15	15	75

17.	MFT	14	12	12	14	9	61
18.	MN	17	15	14	15	14	75
19.	MMA	18	17	17	16	15	83
20.	MMBZ	17	15	13	15	16	76
21.	MAF	17	15	15	15	14	76
22.	MKE	17	15	16	13	13	74
23.	NM	15	14	14	13	12	68
24.	NA	15	14	13	14	12	68
25.	NAA	17	15	15	15	13	75
26.	NH	17	14	14	14	12	71
27.	ONF	17	15	16	14	14	76
28.	RA	20	18	18	16	16	88
29.	WA	20	18	17	15	18	88
30.	RCA	18	15	15	14	14	76
31.	RSKD	13	15	17	16	15	76
32.	NTA	17	14	13	14	13	71
33.	YW	16	15	14	15	13	73
							$\sum = 2470$

Table 4.5. Descriptive Statistics of Posttest

		Posttest
N	Valid	33
	Missing	0
Mean		74,8485
Median		75,0000
Mode		76,00
Sum		2470,00

Table 4.6. Frequency of Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60,00	1	3,0	3,0	3,0
	61,00	1	3,0	3,0	6,1
	67,00	2	6,1	6,1	12,1
	68,00	2	6,1	6,1	18,2
	71,00	3	9,1	9,1	27,3
	73,00	1	3,0	3,0	33,3
	74,00	3	9,1	9,1	39,4
	75,00	4	12,1	12,1	51,5
	76,00	6	18,2	18,2	69,7
	78,00	2	6,1	6,1	75,8
	79,00	1	3,0	3,0	78,8
	80,00	3	9,1	9,1	87,9
	81,00	1	3,0	3,0	90,9
	83,00	1	3,0	3,0	93,9
	88,00	2	6,1	6,1	100,0
	Total	33	100,0	100,0	

The posttest was given to the students by asking them to write a descriptive text about The Best Friend individually. It was done after treatment process by teaching learning process by using collaborative writing as method. This test was intended to know the basic competence of the students after the students got treatment.

Based on the tables and histogram of posttest above, that consist of 33 students. It shows that the mean score is 74.85, the median score is 75, and the mode score is 76.

Table 4.7. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	50,8182	33	7,02431	1,22278
	Posttest	74,8485	33	6,26060	1,08983

Based on table above, output paired samples statistics shows the mean of pretest (50.82) and the mean of posttest (74.85), while N for each cell there are 33. Meanwhile, standard deviation for pretest is 7.02 and standard deviation for posttest is 6.26. Mean standard error for pretest is 1.23 while mean standard error for posttest is 1.09.

Table 4.8. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	33	,873	,000

Based on table above, output paired samples correlations shows the large correlation between samples, where it can be seen numeral both correlation is 0.873 and the numeral of significance is 0.000. For interpretation of decision based on the result of probability achievement, that is :

a. If the possibility > 0.05 then the null hypothesis can't be rejected

b. If the possibility < 0.05 then the null hypothesis rejected

The large of numeral significant (0.000) smaller than (0.05). It means that the hypothesis clarify collaborative writing as method is not effective to improve the students writing descriptive text is rejected. In other word, collaborative writing as method is effective to improve the student's writing, exactly in MTs Assyafi'iyah Gondang.

Table 4.9. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-24,03333	3,43224	,59748	-25,24732	-22,81328	-40,220	32	,000

Based on the table above, output paired sample test shows the result of compare analysis with using T test. This outsput shows mean pretest and posttest is − 24.03. Standard deviation is 3.43. Mean standard error is 0.59. The lower difference is − 25.24, while the upper difference is − 22.81. And then, the result of T_{value} is − 40.22 with df =32 and significance (2-tailed) is 0.000. The negative which appeared in T_{value} above showed the mean before treatment was lower than the mean after treatment.

Teaching writing with collaborative writing method is effective to improve the students' writing. It can be seen from different mean in the table where shows using collaborative writing as method is better than not using collaborative writing as method in teaching learning writing.

DISCUSSION

From the calculation above, we can see that the score of writing before taught with collaborative writing method is less than after taught with colaborative writing method because the mean of total score is 50.82. And after they got treatment, the mean of total score is 74.85. It was improved, with the T test analysis that used by the researcher, the result of T_{value} of SPSS is 40.22.

Then the reseacher gave interpretation to it. Firstly, he considered the df. The $df = N - 1$, so df is 32. He get to the score of T table, at the significance level of 0.05. In fact, with the df is 32, he can get the critical value of T test is 1.694.

By comparing the "t" that he has got in calculation of SPSS, T_{value} (40.22) and the value of "t" table is (1.694). It is known that T_{value} is higher than $T_{table} = (40.22 > 1.694)$.

Because the T_{value} is higher than the T_{table}. The Alternative Hypothesis (Ha) is accepted. It means that there is significant difference between the students' in writing descriptive text without collaborative writing method and with collaborative writing method.

It is line with the theory provided by Harmer (2007) that collaborative writing method is effective summarizing leads to increase in student learning. Summarising requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The ability to summarise has signifi

Based on the research finding, collaborative writing as teaching method believed to be effective because the method enables the students get easier to do their works. So, collaborative writing surely showed the effectiveness in writing

descriptive text because it can make people able to do their work easily of the eighth grade at MTs Assyafi'iyah Gondang.

CONCLUSION AND SUGGESTION

Based on the research finding, and discussion, it can be concluded that there is any significant difference of eighth grade at MTs Assyafi'iyah Gondang in writing achievement before and after they are teach by using collaborative writing as method in teaching writing. The implication of this conclusion that the collaborative writing method is effective on students' writing descriptive text comprehension ability at eighth grade students of MTs Assyafi'iyah Gondang.

Referring the finding, it is suggested for the teacher and the student. Teacher have to improve his/her method and strategy in teaching writing also able to succeed in teaching English, collaborative writing method may be used for teaching learning English, especially written, to make description easier. By using collaborative writing, the students can do their works collaboratively because they can share with other friend. So, their difficult can be through together into arrange descriptive text.

The teacher should be creative in making enjoyable and interested situation in classroom exactly in group because if they are enjoy, they will do their works easier. Because of collaborative writing method, they can share with other people. So the weaknees of the student can decreased and the strength of the student can increased.

As this research is not perfect yet, it is suggested for the future researcher to induct further on the similar area, especially on using collaborative writing as method in teaching writing.

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