

## CHAPTER I

### INTRODUCTION

In this chapter, the writer presents introductions that contains: background of the study, problem of the study, objective of the study, significance of the study, hypothesis of the study, scope and limitation of the study, and definition of key terms.

#### **A. Background of the Study**

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 in such a way that the other will be able to act exactly said by Richard Nordquist. It seems imposible to communicate with others without using language. While Halliday in Sandra J. Savignon defines three basic functions of language that correspond to general categories of needs met by language :

1. Language serves for the expression of “content” : that is, of the speaker’s experience of the real world, including the inner world of his own consciousness. We may call this the *ideational* function.
2. Language serves to establish and maintain social relations, which may refer to as *interpersonal* functional.
3. Finally, language has to provide for making links with itself and with features of the situation in which it is used. We may call this the *textual* function.

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. And also English is used by technology, like in computer and the name of electronic tools. This language can be an instrument of international relationship, culture, education, and then carier development too. Most countries used this language as common communication to express our ideas, feelings, and thoughts. Another reason, many books are written english and they use it as reference of educational and only intertainment. Moreover, many teacher suggest to their student to read English books because oneday the student need it.

English is foreign language in Indonesia. It is taught in elementary level up to university level. In elementary school, English is only considered as local content subject whereupon the content of subject is increased at the next level until university level. In learning English the students have to practice some skill, such as speaking, listening, reading, and writing. But it does not guarantee that have English well although they study English since at elementary level.

The teacher study with use methods that based on appropriate curriculum to teach the student. The creativity of teacher have to do for decrease the problems of student because there are some students still confuse to start writing some kinds of paragraph. The difficult problem usually faced by students, such as firstly, they don't know to start to write. Secondly, they don't develop their ideas and thoughts to make good paragraphs. Thirdly, they don't have very well grammar, punctuation, etc yet.

The most often become problem is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not interest in learning English. In English, there are four skills that should be mastered, they are: listening, speaking, writing, and reading. The writing skill becomes very important in the education field, students need to be exercised and trained in order to have a good writing skill.

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. Despite studies conducted on collaboration. Besides

Grete Oline Hole said that “This is due both to a new understanding of how people learn and also an awareness of what is the best way for students to achieve the knowledge needed for future work.” Moreover Rise B. Axelrod and Charles R. Cooper in the book that the title *The St. Martin's Guide to Writing* said that “Collaboration not only draws on the expertise and energy of different people but can also create an outcome that is greater than the sum of its parts.” 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.

In order to writing skill, teacher as an educator have to use good approach in teaching learning process. In this case the researcher concerns with *The Effectiveness of Collaborative Writing Method in Teaching Writing in Eighth Grade at MTs Assyafi'iyah Gondang*.

## **B. Research Problems**

Based on the background above, the researcher want to find out in this research. The researcher formulate the research problems as follow :

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?.

### **C. Objectives of the Research**

Based on the research problem, the objective of the study is:

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.

### **D. Research Hypothesis**

In this study there are two kinds of hypothesis formulated to be tested. They are Null Hypothesis (Ho) and Alternative Hypothesis (Ha). The Null Hypothesis (Ho) : There is no significant different score of the student's writing descriptive taught before using collaborative writing method and after using collaborative writing method.

The study belongs to quantitative study because the data of the study are analyzed statistically. Therefore the purpose of the study is to test hypothesis. When the result of the study shows that the Null Hypothesis is

rejected, then the writer needs to test the Alternative Hypothesis. In this study the Alternative Hypothesis is formulated as follow :

The Alternative Hypothesis (Ha) : There is significant different score of the student's writing descriptive taught before using collaborative writing method and after using collaborative writing method.

### **E. Research Significance**

The result of the study is expected to be used theoretically and practically:

Theoretically

- The result of this study is expected to be able to widen the skill of teachers in using collaborative writing method.
- As reference to other researchers who want to study with using collaborative writing method more intensively in teaching writing

Practically

#### **1. Institution**

The use of collaborative writing as method of teaching writing to improve the students' writing skill at this Islamic Junior High School is very important because the student need this skill very much in another time. And it should be designed and integrated with the curriculum. So, the teaching-learning writing process can be more effective and efisien, and then it will be easy to achieve the goal.

2. Headmaster

He can improve the system of education and the facilities what the teachers, the students, and the staff need.

3. Teacher

This study can be as reference and input to apply in teaching writing process with use collaborative method to improve the student writing skill. So, the teacher know how to apply this method in teaching writing effectively.

4. Student

Hopefully, this study helps the students to get something that the students wants especially the target of goal in teaching writing, their writing skill can be improved, and they get the best result in teaching writing. Beside that, this study make also the power to foster the writing habit in a unique way.

## **F. Research Scope and Limitation**

The scopes of the study are limited to the subject and object investigated.

1. Subject

The subject of this study at 8<sup>th</sup> grade in E class at MTs Assyafi'iyah Gondang in academic year 2013/2014

2. Object

The object of this study is the effect of collaborative writing method in teaching writing.

## **G. Definition of Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward

1. Collaborative writing method is a method that allows students to learn from each other. It gives each member of the collaboration access to others' minds and knowledge, and it imbues the task with the sense of shared goals which can be very motivating. And in the end, although the collaborators may have to share whatever glory is going (rather than keep it for themselves individually), still, any less-than-successful outcome is also shared so that individuals are not held solely responsible for any shortcomings in what they produce.
2. Writing is a form of communication. Writing together is a process of negotiating for content and meaning of a text. Tools to support collaborative writing must take into consideration the communication which takes place both around and through the text.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer presents the review of related literature in research that used as the material to analyze the data. the writer presents several points of theories that will be used to analyze the data. They are the base research, writing, and several points about teaching writing with collaborative writing method.

#### **A. Foreign Language Learning**

Based on SK MENDIKBUD no. 060/U/1993, “English – learning program in Indonesia starts in elementary school since the year of 1993.” Although that is not guarantee for the students can learn English well. Beside that, in Indonesia there are issues about abolishment of English in elementary school.

English is not the first foreign language at MTs Assyafi'iyah Gondang because there is Arabic Language. English is not new language to learn because they did not understand English well in primary school, how to practice in daily activities, how to write in making the composition well and so on.

Learning a foreign language is not easy because foreign language is not used as a means of communication but only learnt and use inside classroom. Differently, the native language is used for communication anytime and any place in society. So, language development is a long – term process that is interdependent with world experience and home and the community of language environments, attitudes, and opportunities to use and practice language.

Therefore, we should prepared to get language development well. The simple plan that should be prepared is about how to design appropriate curriculum in order to gain the process based on above. A curriculum that develops the students' facility with language provides students with the opportunities to:

- Learn to use language in a variety of meaningful way with considering and determining audience, purpose, and format
- Learn about language as a necessary instruments for effective communication and consider elements of structure (word, sentences, and text), grammar, usage and mechanic (such as punctuation, capitalization), etc.
- Learn through language by their knowledge of language in their skill of listening, speaking, reading, and especially writing.

## **B. Collaborative Writing Method**

### **1. The Nature of Collaborative Writing Method**

Collaborative has close meaning with cooperative and we also say that they can be combined. Based on Janes Bauwens and Jack J. Hourcade, they suggest three approaches to implement in collaborative teaching writing: team learning, supportive learning activities, and complementary instruction. First, Bauwens and Hourcade describe team learning as educated subject jointly planning and present subject content. Second, supportive learning activities reinforcement, enrichment, and enhancement in writing learning for all students. Third, complementary instruction as one educator takes primary responsibility for teaching content material and the other for teaching functional how to skills to understand for all students and acquire the content material.

Students learn best when they are involved in learning writing process actively. Especially they tend to learn more in small groups because they can learn each others. It means that there are two or three students who study together in writing for each group. And the purpose of collaborative writing is the students can generate the ideas, review, and evaluate their writing together so they can share their ideas in writing process. So, they brave to state their ideas confidently.

Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. And two dimensions are addressed in

this study: the social and cognitive dimensions of collaborative writing. As members of a group work together to write, they share ideas, debate with one another, and make decisions. In this social context, certain thought processes are happening. An individual tries to process and understand information based on his/her existing knowledge, which helps determine how the topic or issue is approached. When students' ideas vary, disagreement may arise and explanation becomes very important. In this sense, thinking is tied to the social context of the learning experience.

This collaborative activity may reveal patterns of interaction in the three stages of writing: prewriting, drafting, and revising. Four categories of decision-making are considered based on Burnett's framework (1993): *immediate agreement, elaboration, considering alternatives, and voicing explicit disagreement*.

Immediate agreement takes place as a result of a shared understanding among the members. In this category, members do not engage themselves in discussion but merely accept the idea proposed by another member. There could be elaborations but they come after an agreement has been reached. Burnett explains that immediate agreements are important in decision-making; however, they "... are only detrimental if they are the predominant kind of decision-making...." (p. 153). In her study of substantive conflict, the pairs which produced high-quality documents deferred consensus through considering alternatives and

voicing disagreements but such types of conflict were not so evident in pairs who produced low-quality documents.

During decision-making about how to solve a problem, conflicts may arise as a result of differences in ideas. While most teachers probably would demand that students avoid disagreement, Brown and Palincsar (1989; also cited in Van Boxtel, Van Linden, & Kanselaar, 2000) argue that conflict is important in social interaction because it can lead to explanation, justification, reflection, and a search for further information. Bruffee (1999) highlights the importance of disagreement in collaborative learning as part of teaching interdependence to students. Moreover, Burnett (1993) explains that not all conflicts can be detrimental to the group such as substantive conflict, which includes considering alternatives and voicing disagreement. Both are considered productive because they defer consensus and allow for possibilities or options to be explored. Members, while their ideas are in conflict with one another, are actually engaged in what Trimbur calls “intellectual negotiation” (Burnett, 1993).

Topical episodes in the category Considering Alternatives show members offering other options to a point presented instead of raising arguments against it. In doing so, explanations are sometimes necessary. Elaborations are necessary when there is a breakdown in mutual intelligibility. They are therefore helpful in decision-making and an important aspect in collaboration. According to Anderson, Mayes, and Kibby (1995), “...in explaining something to a peer, he or she must clarify

and organize the material learned and in so doing may discover gaps in his or her knowledge, or inconsistencies with others' work, which in turn stimulates a search for further information....”

## 2. The Advantages of Collaborative Writing Method

The collaborative writing has widely been studied by researchers and educators interested in analyzing the benefits that these experiences bring to the language classroom.

Harmer (2004, 2007; also cited in Kessler, 1992; Nunan, 1999) define the collaborative writing experience as an opportunity to enhance writing and increase academic achievement in groups. Harmer (2004, p. 73) affirms that “successful collaborative writing allows students to learn from each other.” Therefore, it also fosters the negotiation of meaning when learners go through each writing production stage collaboratively. There is space to share personal experiences and provide functional approaches to use language with objectives, strategies, and stages defined by learners and teachers. Although there might be learners who still prefer working alone (Brown, 1994). They will to take part in collaborative writing experience could be controlled by the teacher (Schwartz, 1998).

The benefits of the collaborative writing method embodies go further since learners develop interactional and social skills. The main concern is deciding on the type of tasks and aspects to reinforce and then, creating and/or promoting learning activities that encourage learners to

interacts and learn. When having learners doing collaborative writing, they excel above and beyond the individual knowledge; it offers advantages because more ideas and unlimited creativity emerge (Harmer, 2007, p. 329).

Beside that, in process based on writing, collaboration provides students with some benefits throughout the process of writing. First, unlike solitary writing, when students generate ideas, they can pool ideas together, and they receive feedback immediately from their peers within group. Second, in a drafting process, students can share both knowledge and linguistic resources, and more important, they can assume share responsibility for completing particular writing tasks. Third, by writing collaboratively, if a peer feedback or response session is implemented in pairs, more students are involved in responding to each other's writing. Fourth, collaborative process based writing allows students to coordinate writing activities as they collaborate on an assigned essay (Widodo, 2006). It also builds on student sense of shared responsibility for completing a certain assigned writing task, thereby assisting students in gaining group pride in work accomplishment (Harmer, 2007). Fifth, collaboration in process based writing promotes social support, for example low achieving students can benefit from their high achieving peers. The last benefits that students may gain from collaborative process based writing is that they can build and develop their critical thinking skills. (Widodo, 2013)

Collaborative writing method is frequently livelier with two or more people involved than writers work on their own.

Collaborative writing method is whether as part of a long process or as part of a short games-like communicative activity, can be greatly motivating for students, not only in writing teaching learning but also in research, discussion, peer evaluation, and group pride in a group accomplishment

From definition above, it can be inferred that collaborative writing has the advantages as follow :

1. The students can make shared decisions on and negotiate what to write and how to pool ideas together
2. The students are frequently livelier, it means that the students can be more active in the classroom and the activities in group using collaborative writing method exactly.
3. Collaborative writing method motivates the students in learning writing because the students don't find difficulty because the students were given more ideas and unlimited creativity in learning writing using collaborative method and can share with other students in groupwork although they do their task themselves.



### 3. The Activities Type of Collaborative Writing

#### a. Using The Board

One way of making collaborative writing successful is to have students write on the board. This gets them out of their chairs; it is especially appropriate for those who respond well to kinaesthetic stimuli. It also allows everyone to see what is going on. It has two activities how the board can be used in this way:

##### 1) Sentence by Sentence

The students built up a letter in reply to an invitation on the board, sentence by sentence. Each time a new student goes up to the board in such activities, the rest of the class can help by offering suggestion, corrections, or alternatives.

This kind of writing activity has the great advantages of creating a clear focus for everyone in the classroom, and can create a feeling of shared.

##### 2) Digtogloss

Students recreate a text or story that the teacher read to them. One purpose of the activity is to focus the students' attention on specific items of language by getting them to analyse the difference between their written recreations and the original which they have heard.

b. Writing in groups and pairs

There are many activities which are suitable for students writing in pairs and groups. Some of them depend on a scribe to write the final version of the piece, while some of them involve every single person writing their own version of the text.

1) Rewriting Sentences

Rewriting activity, students are presented with a stereotypical statement and asked to amend it to reflect the opinions of the group. This provokes discussion not only about topic but also about how to write a consensus opinion appropriately.

The teacher has chosen a topic for the students to consider. The students are then presented with some example of stereotypical statements. Or they rewrite the sentences so that they accurately reflect the views of the group.

2) First Lines, Last Lines

First and last lines of possible stories can also be used to get students' imagination going. Students can be given either the first line of a story or the last lines. They then have to write a story to include one or the other. They discuss the situation in their pairs or groups and create a story which follows on from the first lines or ends with the last lines.

### 3) Directions, Rules, Instructions

Students can be asked to write the four, five, or six principle rules of a game they like and know how to play in groups. They are told that the rules must be as clear as they can make them so that there is no uncertainty about what is meant. This kind of writing is clearly not suitable for beginners.

### 4) Story Reconstruction

In their new groups students have to work out a sequence for the four pictures and then create a written text which tells the story of that sequence. This activity works well. It provokes a lot of discussion which, in turn, gets students to write with enthusiasm.

## **C. The Nature of Writing**

When we learn a second language, we learn to communicate with other people : to understand them, talk to them, read what they have written and write to them. An integral part of participating fully in a new cultural setting is learning how to communicate when the other person is not right there in front of us, listening to our words, and looking at our gestures and facial expressions. Visitors to another country will often have to leave a note for the mailman, fill out a customs declaration form, give written instructions, or write thank-you letter.

But the fact that people frequently have to communicate with each other in teaching-learning writing is not only reason to include writing as part of our second language syllabus. There is an additional and very important reason : the writing helps our students learn.

1. The writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students,
2. When our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say and to take risks,
3. When they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.

Beside that, a long time ago writing really started, it has remained for most of its history a minority occupation. The most of human beings grow up speaking their first language as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.

Writing is one of the most difficult English language skills that the second language learner need to build and achieve because the act of writing is not just a matter of transcribing ideas fully developed in writers' mind but a powerful process for discovering and shaping meaning. So, they must master the language component well and have enough their experiences to be expressed in written form.

Besides that, the writing is develop the students' skill as writers directly. It means that the main purpose for this activities is the student should become better in writing, whatever kind of writing that the student write.

All of these cases it is suggested that the process has four main elements : planning, drafting, editing, reflecting and revising, and the final draft.

### 1. Planning

Experienced writers plan it what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed noted.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they arer writing for, since this will influence not only the shape of the writing, but also the choice of language.

### 2. Drafting

The first version of a piece of writing as draft. The text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a numbers of drafts may be produced on the way to the final version.

### 3. Editing

Once writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. So the writers still edit it.

### 4. Reflecting and Revising

This step is almost similar with editing. Reflecting and revising are often helped by other readers or editors who give the comment and suggestions. Based on the comment and suggestions' reader, the writers revise it.

### 5. The Final Draft

The writers have edited their draft. After that, they are making the changes that consider to be necessary. They produce their final version.

## **D. Teaching Writing**

Writing (as one of the four skills of listening, speaking, reading, and writing) is an activity that produces something from mind become meaning text or sentences. It has many purposes not only for media as expressing idea but also giving information. Therefore, Indonesian students must have good writing ability so they can express their ideas in written form to give information to the readers.

One of the objectives in English language is to give the students an effective writing ability. Wingersky (1992, p.128) says that learning to write is a process of discovering organizing the ideas, putting them on a paper, and reshaping and revising them. It means a process of finding and constructing the ideas in written form is called teaching and learning writing. Therefore, writing becomes the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Shortly, writing skills are specific abilities which help writers to put their thoughts into words in a meaningful form and to mentally interact with the message. The students hoped that they can write well and The problems are in teaching and learning writing as obstruction, the students lead through it using this method because they can share with other students.

## 1. Writing Problems

According to Byrne (1979) writing is difficult activity for people both in their mother tongue and their foreign language. It means that not only Indonesia language but also English language writing is difficult skill for people or students. Beside the problems mention above, there are some problems which are classified into three kinds by Byrne. Those are :

### a. Psychological Problem

Writing is essentially an individual activity. And the fact, we are require to write to our own works, without the possibility of benefit

of feedback, and it makes the act of difficult activity in teaching and learning writing.

b. Linguistic Problem

In writing, we have to compensate for the absence of these features : we have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the next we proceed can be interpreted on its own.

c. Cognitive Problem

Writing is learnt through a process of instruction : we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in teaching and learning writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know us.

Besides those problems, there are other problems in writing, such as :

1) Teaching the less proficient writer

Unlike proficient writer, less proficient writers tend to jump right into the writing task without using prewriting strategies to generate ideas and organize thoughts. In addition, in revising process, the students just edit grammar, syntax, spelling, and



punctuation without showing many additions, deletions, substitutions, or reordering of ideas. Perhaps there is often confusion associated with revision, and unlike proficient writers, less proficient writers seem to lack patience to work through the confusion in the process of clarifying meaning.

However, the teacher has to overcome those problems and try to improve the student's writing skill. Therefore, the teacher needs to give less proficient writer more of everything which is more time; more opportunity to talk, listen, read, and write; more instruction and practice in generating, organizing, and revising ideas. Moreover, more attention to the rhetorical options available to them, and more emphasis on editing for linguistic form and style. In short, the teacher needs to do more than simply take less proficient students through a process of producing a piece of writing through prewriting activities, how to draft and until the final revising.

## 2) Difficulty in writing English

Generally, most students do not like write. When the students believe they cannot write, or have a defeatist attitude toward writing activities, they disengage themselves from the writing process.

In addition, to give the students more positive perspective about their writing, the teacher can stimulate writing process. It

means the teacher has to lead the students through prewriting, drafting, and revising activities until final.

### 3) Responding the teacher feedback

Writing teachers often spend many hours reading and marking students' papers, offering revision suggestions and feedback on language errors. The teachers correct, circle, and underline, and write notes like " preposition problem". However, the students quite often do not pay attention to the comments and corrections. In addition, it will support the students to improve writing skill.

To overcome those problems, the teachers have to make the students understand what is the important of understanding the teacher's feedback. Then the teachers can explore different ways for students to get feedback on their writing work such as one to one conference, peer response group etc.

## 2. The Writing Process

Writing process is seen as thinking and discovery. Writing is the result of employing strategies to manage to composing process, which is of gradually developing a text (Hogue, 1994; p.14). It means writing involves a number of activities ; setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading, and revising it, then editing and revising again. Writing process as mention

above is a complicated activity not only need language skill but also creativity to arrange a set of words, the sentence become a readable and understandable text.

When we will produce a text, we must follow some steps which help us to write a text become easier. Those processes are : Prewriting, First Drafting, Responding, Revising, Editing, Evaluating, and Post Writing. Each step has function to make writing activities become a good writing and easier.

a. Prewriting

Prewriting is an activity in the classroom that encourages students to write. It stimulates thoughts for getting started said Ricards and Renandya (2002; p.315). It makes students face blank pages and generate an idea. There are five prewriting technique that will help students to develop and think about a topic and get word on paper :

1) Free Writing Technique

Free writing technique means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Student write with ignore about erasing mistakes, organizing material instead explore their idea by putting down whateverin their mind. Based on the statement from Ricards and Renandya above, we know that free writing is just write your topic without stopping with ignore about mistake of spelling, punctuation correctly or organize material.

## 2) Questioning Technique

Questioning technique means students generate who, why, when, what, where, and how questions about topic. For example :

Sample Questions	Sample Answers
1. What is your first name ?	Santi
2. What is your family name ?	Valverde
3. Where are you from ?	Michoacan, Mexico
4. How long have you lived in this country ?	2 years

With those question will develop students writing in their paper. In questioning, we generate ideas by asking as many as questions as we can think about our topic.

## 3) Brainstorming Technique

Brainstorming means to write down ideas of all kind good or bad on a piece of paper. Don't evaluate the ideas at this stage because in brainstorming all ideas are equals (Boardman and Frydenberg, 2008; p.33).

In this technique, students create a list of ideas and details that related the subject. Brainstorming is intended to accumulate raw material by making a list of everything about student's subject that occurs.

For example :

- The topic "Daily Routine" and you only write Words or Phrases, as follows :

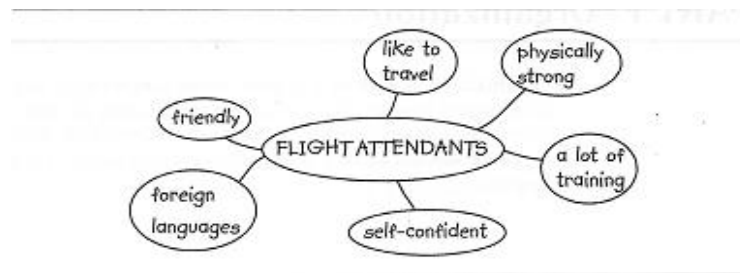
- |                  |                   |
|------------------|-------------------|
| ✓ Going to bed   | ✓ Getting dressed |
| ✓ Doing dishes   | ✓ Taking the bus  |
| ✓ Coffe break    | ✓ Email           |
| ✓ Going to study | ✓ Breakfast       |
| ✓ TV             | ✓ Phone           |
| ✓ Waking up      | ✓ etc             |

#### 4) Clustering Technique

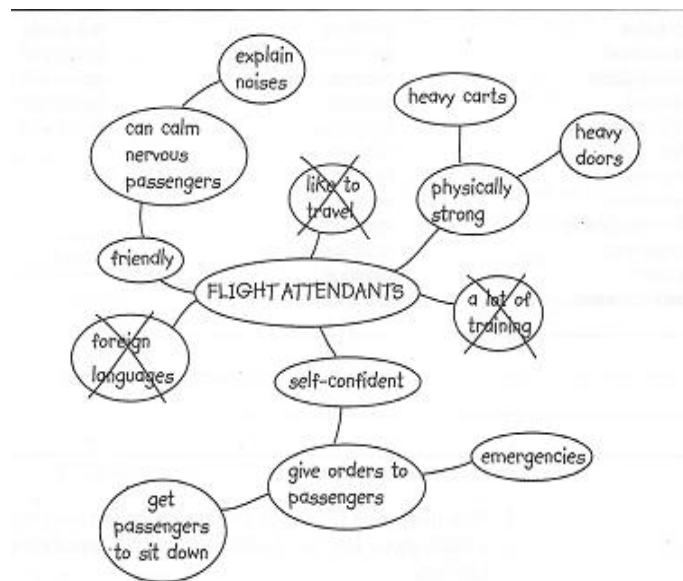
Clustering technique is also known a diagramming or mapping is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering technique, we usually use lines, boxes, arrows, and circle to show relationship among idea and details that occurs. We begin to find anything that have relate with your subject in a few word in the center of a blank sheet of a paper. Then, as ideas and details come to you, put them into the boxes or circles around the subject and draw line to connect them to each other and the subject. Put minor idea in the smaller boxes or circles, use connecting lines to show how they relate as well.

Clustering is a way to think by uses paper with boxes or circle about how various idea and details related to another.

For example :



And then, it becomes this below.



that clustering above had been selected.

##### 5) A Scratch Outline Technique

A scratch outline technique is excellent sequel to the first four prewriting technique. A scratch outline often follows free writing, questioning, list making, or diagramming; or it may gradually emerge in the midst of these strategies. In fact, trying to make scratch outline is a good way to see if you need to do more prewriting. if you can not come up with a solid outline, then you know you need to do more prewriting to clarify your mine point or it several kind of support.

In a scratch outline, you think carefully about the point you are making, the supporting item for that point, and the order in which you will arrange those items. The scratch outline is a plan or blue print to help you to achieve a unified, supported, well organized composition.

b. Drafting

Drafting is an activity which the writer writes the paragraph or essay from start until finish. Use the writer's notes about ideas and organization (Zemack and Rusimek, 2006; p.9). It means after students have generated ideas, they need to write them down, and teachers have students draft their ideas in a number of ways. The students can be asked to do one-sitting writing, in which they are encouraged to write draft on their entire essay, from beginning to end, in one sitting. Another way, the students can make a draft in class and finish writing at home.

c. Responding

Responding the teacher to the students has a central role play in the successfull implementation of writing process. Responding intervences between drafting and revising. It is the teacher's quick initial reaction to the students' draft. Response can be in writing, after

the students produce the first draft and just before the proceed to revise.

#### d. Revising

In revising, the writer needs to check the organization of the paragraph and look at their ideas. According to (Boardman and Frydenberg, 2008; p.39), there are four questions that you have to ask to yourself, like these :

- Does the paragraph have unity?
- Are there enough minor supporting ideas or the major supporting sentences?
- Do the supporting sentences have good coherence?
- Is there good cohesion?

In shortly, the students need to consider revision of the content and organization of their idea. However, this is not necessarily easy for students to do, so the teachers need to guide students to revise their writing process.

#### e. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluate by the teacher. They edit their own their peer's work for grammar, spelling, punctuation, sentence



structures, and accuracy of supportive textual material such as quotation, diction, and etc.

f. Evaluating

In evaluating students writing, the scoring may be analytical (based on specific aspects of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of information.

g. Post Writing

Post writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This included publishing, sharing, reading aloud, transforming text for stage performances, or merely displaying texts on notice boards. The post writing stage is a platform for recognizing students work as important and worth while.

### 3. Good Writing

Good writing is a product of careful thinking and incorporates the following three characteristics. It means good writing is writing which make through careful thinking and good arrangement of the structure or sentence. There are some characteristics to good writing :

#### a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the type of paragraph you are writing.

There are three main types of paragraph. Narrative paragraph tell a story, descriptive paragraphs tell what something looks like physically, and expository paragraph explain something. A descriptive paragraph paints a picture with words so that readers can picture in their minds the object or place you're describing. Describe it from top to bottom, from left to right, from right to left, or from front to back.

#### b. Cohesion

Another characteristic of a good writing is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, definite articles, personal pronouns, and demonstrative pronouns.

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. All the supporting sentences should be part of the description, but one sentence is not. A sentence that does not belong in a paragraph is called an irrelevant sentence.

## **E. The Role of Teacher in Teaching Writing**

The role of teacher is vital in teaching-learning writing because the teacher has to guide the students how to be good writer. In addition, the teacher has to control the students whether they can make the correct sentence in teaching and learning writing or not. It is because they write the foreign language, not the first language. According to Harmer (2007, p.333), the teacher has important roles in teaching and learning writing because she/he has to be motivator, resource, and feedback provider. Based on those statements, the writer would like to discuss the three roles of teacher in teaching and learning writing. Those are :

1. Motivator

In teaching and learning writing, all teachers have to motivate the students, create confident and enjoyable conditions for generation of ideas, persuade for them usefulness of the activity; encourage them to make as much effort as possible for maximum benefit. Therefore, the teacher has a

big role to motivate the students in writing process so that the students have must desire to write in good order.

## 2. Resource

Especially during more extended writing tasks, the teacher should be ready to supply information and language where the students need. The teachers must tell the students that the teachers are available and be prepared to look at their work as it progresses, offering advises and suggestions because the writing tasks take longer than conversation.

## 3. Feedback Provider

Giving feedback is needed to make the students understand about how to write well. Consequently, the teacher should respond positively and encouragingly to the content of what the student written. When the time is correction, teacher will choose what and how much to focus on, based on what students need at this paticular stage of their studies and on the tasks they is undertook.

In other hand, based on Donn Byrne (1984), he says something about four role in teaching and learning writing, such as:

- a. To decide how to present the activity to the class. For example, in the early stages, it will help to do a certain amount of writing with the students on the blackboard or another teaching media.

- b. To prepare the students orally. This should be regarded as a standard procedure for writing activities in early stages.
- c. To decide the writing task should be carried out. An activity may be done individually, in pairs or small groups.
- d. To decide on correction procedure. It is not essential to examine everything to the students write, although many students will want to have their work looked at.

Based on these statements is above, they will try to be a good teacher and learner in teaching and learning writing by applying these roles well. And I hope this research can give benefits and information to the readers to be the dream teaching and learning for students, exactly for me.

#### **F. The Kinds of Genre Text**

A text forms a discourse. Text in the discourse have communicative goal to be achieved. Based on the goal a text classified into some type, the genre of texts are : description, report, explanation, exposition, procedure, review, narrative, recount, and news item. (Djuharie, 2007 : p. 9)

Each of the text above has different meaning and function based on each purpose of the text :

1. Description text is a text which says a person or a thing is like. Its purposes is to describe and reveal a particular person, place, and thing. (Larson, 1984 ; p. 23)

2. Report text peels an observation or experimental result about things, animals, people, or places.
3. Explanation text based on the function to explain a process of shaping, a theory, concept, ideology, definition and another thing that related to natural phenomena.
4. Exposition text aims to make sure opinions, ideas, views of the writer on a topics.
5. Procedure text aims to give guidance, method, steps to do something, generally procedure text contain about tips or steps to make a thind and doing an activity.
6. Review text aims to give reviews about a work of film, music, book, and exhibition etc.
7. Narrative text is a text containing a story or fairytale aims to amuse the reader. The content of narrative text is fantasy or true story that gets spices engineer.
8. Recount text is a type of text containing reported events, someone activity or the experience of someone.
9. News item text is a type of text containing preaching event or proper events witnessed by the public.

#### **G. Descriptive Text**

Description text is a text which says a person or a thing is like. Its purposes is to describe and reveal a particular person, place, and thing.

(Larson, 1984; p.23) A descriptive text is usually used to create and to develop the characteristics of a person and why the person is so special that the reader can create a vivid picture of the character. Generally descriptive text has text organization and language features, such as :

## 1. Text organization

- a. Identification mentions introduction, it introduce general picture about a topic such as the name, occupation, profession, and carrer etc.
- b. Description mentions specific characteristics of a person, place, and thing that is described

## 2. Language features

- a. Have specific participants  
e.g: My mother
- b. Use simple present tense  
e.g: - My mother is a beautiful person  
- Her weight likes 120 lbs
- c. Use action verb  
e.g: - like  
- love
- d. Use attribute verb  
e.g: - is - are  
- am - etc

An example of descriptive text source

**TITLE**

**← UNCLE MARTIN**

**IDENTIFICATION**

My uncle Martin is my mother's elder brother. He is my favorite among my mother's brother. He is a very interesting man. He lives quite near us with my aunt Angela and my cousins Anne and Bob. I often go to his house.

**IDENTIFICATION**

He is about 45 with grey hair. He is still quite good looking. He is tall and well built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

**IDENTIFICATION**

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there.

**IDENTIFICATION**

He is very fond of the sea. He has a boat at the seaside. He goes there every weekend in summer to sail it. It sometimes stay with my cousins at their house on the coast. When uncle Martin is at home, he usually takes us out in the boat.



## H. The Writing Test

According to Ary et al., (as quoted in Sukardi, 2008; p.138), a test is a set of stimuli presented to individual in order to elicit response on the basis of which a numerical score can be assigned.

From the definition above, in relating to writing, it can be said that the test is a set of instruments which are used to assess the students' writing ability. Meanwhile, writing assessment is an effort to get information of students' writing skill through the test and the result of it can be presented in the form of scores.

In writing test, the teacher has to pay attention to five general components. Those are as follows:

1. Language use

The ability to write correct and appropriate sentences.

2. Mechanical skills

The ability to use correctly those conventions peculiar to the written language, for instance, punctuation, and spelling.

3. Treatment of content

The ability to think creatively and develop thoughts. Excluded all irrelevant information.

4. Stylistic skills

The ability to manipulate sentences and paragraphs, and use language effectively.

## 5. Judgement skills

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, organize, and order relevant information.

Based on (Burns and Joyce, 1999; p.103), there are different types of language assessment that occur at different point throughout a course. The main assessment types are proficiency assessment, placement assessment, diagnostic assessment, formative assessment, achievement assessment, and summative assessment.

Based on those kinds of tests above, the researchers would like to use achievement test to know the improvement of the students' writing ability. According to Heaton (1989; p.172) achievement tests though similar in a number of ways to progress tests, are far more formal tests and are intended to measure achievement of the students which occurs at the end a course study.

Therefore, in this reseach, in order to know the students' writing improvement, the researcher teaches the students to write a descriptive text by using collaborative writing method.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents six topics of research method. They are research design, population and sample, research instrument, validity and reliability testing, data collection method, and data analysis.

#### **A. Research Design**

“Research designs are plans and procedures for research that span the decisions from broad assumption to detailed method of data collection and analysis.” (Creswell, 2009; p.3)

This study conducted in pre-experimental design using quantitative approach with one group pretest – posttest design. This study used Pre – experimental because it did not have random assignment of subjects to groups or other strategies to control extraneous variables. The researcher just took one group or class and used pretest and posttest to see the result of the treatment.

This study was classified as pre-experimental design because it was little or no control of extraneous variables. In the one group pretest – posttest design, it was measured or observed not only after being exposed to treatment of some sort, but also before. Pre-experimental design involves administering a pretest measuring the dependent variable, applying the experimental treatment X to the subjects, and administering a posttest, again

measuring the dependent variable. The result of the experimental treatment was found by comparing the pretest and posttest scores.

**Table 3.1. One Group Pretest – Posttest Design**

<b>Pretest</b>	<b>Independent</b>	<b>Posttest</b>
<b><math>Y_1</math></b>	<b>X</b>	<b><math>Y_2</math></b>

$Y_1$  was pretest and it was given before the teaching or treatment was applied. The purpose of the pretest was to know the student's pre condition to the writing comprehension. X was considered as the treatment given.  $Y_2$  was known as Posttest. After having treatment, the researcher conducted posttest to know the achievement after the treatment was given.

Using this form of research, the influence of experimental treatment could be seen by analyzing or comparing the result of the pretest and posttest.

In this study, the researcher measures the effectiveness of collaborative writing method in teaching writing by experimental research. The impact was assessed by providing a specific treatment. The effectiveness would know after knowing the significant differences between the students who were taught before using collaborative writing method and who were taught after using collaborative writing method.

## **B. Research Plan**

This study describe our treatment what the researcher do anything in the class. Before the reseacher conduct a treatment, he give them a pretest

because he will get the first result for the basic of treatment. Based on it, he can begin treatment with using collaborative writing method. The students make some groups. Each group consist of 3 students because if the member of group is more, it will not be effective learning in the group. The teacher explain about descriptive text clearly. Meanwhile they write what they do not understand and have some questions. After the teacher explain, they can ask their questions and the teacher answer their questions. For apply the material they got, the reseacher give them posttest to write about descriptive text with The Best Friend theme. They can do it collaboratively, such as share their work, vocabulary, or others. Meanwhile, the teacher give stimulate the students to be more involved in the writing activities and to facilitate the students.

### **C. Population and Sample**

#### **1. Population**

Population is the whole objects of the research which may consist of human beings, things, phenomenon, animals, and plants, test scores, or even whose characteristic are the data source in the research. A population is defined as all members of any well-defined class of people, events, or objects (Ary, Jacobs, & Sorensen, 2010, 2006, p.148).

The population on this research were the Eighth Grade of MTs Assyafi'iyah Gondang in the academic year 2013 – 2014. It consisted 165 students and divided into five classes.

## **2. Sample**

Sample is a part of population that is used by the researcher as a subject. “If the population is less than 100, it is better to take all of them. On the other hand, if the population is more than 100, we take as sample about 10 – 15% or 20 – 25%” (Arikunto, 1993; p.23). And sampling is also as a way the researcher select number of individuals as a sample which represents the population.

In this study, the researcher took 100 % of the population as the sample. The researcher took one class of Eighth Grade Class, E class. The total numbers of E class is 33 students.

## **3. Sampling**

Sampling is the process of selecting a number of individual for a study in such as a way that the individuals represent the large group from which they were selected. In this research, the researcher used purposive sampling technique because based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristics. This class has some characteristics as follows like Roi Abidin as smartboy and smartgirl until the troublemakers like toriq, muhammad, and novita etc. Purposive sampling can be very useful for situation where you need to reach a targeted sample quickly and where sampling for proportion is not the main concern. So the researcher is

selected this class as represented all of eighth grade. The research took E class because the students have homogeneity in their English ability than other classes. In E class, there are 33 students consisted of 13 boys and 20 girls.

#### **D. Research Instrument**

A research instrument is good if it has a high relevance level. Try out test of the research instruments necessarily administered to find out the validity and reliability of the instrument (Arikunto, 2006, p.59). It is aimed to measure the instrument's relevance.

In this study, the researcher used test as instrument. A test is a set off stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, Jacobs, & Sorensen, 2010, 2006, p.210). The researcher applied pretest and posttest. Pretest was given before doing an experimental research study or before teaching by using collaborative writing method, in this pretest student given a task to fill it out about descriptive text during 33 minutes on May 6<sup>th</sup> and May 8<sup>th</sup>. Posttest was given after doing an experimental research study or after teaching by using collaborative writing method, in this posttest student given a task to fill it out about descriptive text during 33 minutes on May 6<sup>th</sup> and May 8<sup>th</sup>.

To get data, the researcher as the teacher teaches the students during one weeks which the eighth grade class becomes an experimental group. The researcher is always dependent upon measurement. There are two important

characteristics that every measuring instrument should process validity and reliability.

## **E. Validity and Reliability Testing**

### **1. Validity**

According to Donald Ary (2010; p.225), validity was defined as the extend to which an instrument measured what it claimed to measure.

In experimental research, the researcher had to check validity and reliability of the instrument. An instrument said to be valid if the instrument is used to measure what it intends to measure. (Gay, 1983) and also cited in (Sukardi, 2006; p.121). In this test, the researcher give the written test to measure students' ability in writing descriptive text. Therefore, this test is valid in term of content validity. Content validity is validity in term of the contents of the test itseld as measure of learning outcomes, namely : the extent to which achievement test as a measure of student learning outcomes, it has been able to represent the representative of the overall subject matter or materials should tested (Sudijono, 2003; p.164). In this study, the use of content validity because test results can be representative of the student representative for the entire course material that has been taught.

The content validity in this reseach can be showed as below :



**Table 3.2. Content Validity**

NO	COMPETENCE	TEST ITEM	PERCENTAGE
1.	Students are able to write simple descriptive text	1	100%

## 2. Reliability

Reliability means consistency of the result contained from a piece of research. The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary, Jacobs, & Sorensen, 2010, 2006, p.236). Reliability of the test is the measurement that explain the consistency of the test. The test is consistence if those test have the same relative score although examined frequent. To measure the reliability of the test, the research uses formula of Person Product Moment.

**Table 3.3. Pearson Product Moment**

		Pretest	Posttest
Pretest	Pearson Correlation	1	,873**
	Sig. (2-tailed)		,000
	Sum of Squares and Cross-products	1578,909	1228,091
	Covariance	49,341	38,378
	N	33	33
Posttest	Pearson Correlation	,873**	1
	Sig. (2-tailed)	,000	
	Sum of Squares and Cross-products	1228,091	1254,242
	Covariance	38,378	39,195
	N	33	33

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on the computation of the PPM in SPSS is 0.873. it means that it included in high correlation (0.5 until 1). So, the test is reliable.

## **F. Data Collection Method**

Data of this study is collected by administering test. Test is simple terms, a method of measuring a persons' ability knowledge, or performance in a given domain. (Ary, Jacobs, & Sorensen, 2010, 2006) the reseacher uses two kinds of test those are pretest and Posttest.

In this research, the researcher used test by method of collaborative writing to measure the student writing skill. The instrument used in writing test. It was to know the students' ability in writing before and after taught with collaborative writing method. Furthermore, there were two writing tests administering here, namely pretest and Posttest:

### **1. Pretest**

Pretest was test that was given to all of eighth grade students at MTs Assyafi'iyah Gondang. To measure their ability before treatment process, this test was given to know the basic competence for 33 student and to know the earlier knowledge before they got treatment. Before treatment, pretest was a test which had done to measure the student achievement in the first time. Pretest was done before treatment process. Pretest was given to experimental group; it was to know the writing achievement of the students. The score were the analyzing results to determine the students' score between pretest and posttest.

## 2. Posttest

Posttest was test that was given to all of eighth grade students at MTs Assyafi'iyah Gondang. To measure their ability before treatment process, this test was given to know the basic competence for 33 student and to know the earlier knowledge before they got treatment. It was done to know final score and to know the students competence difference before and after they get treatment. Treatment here means that the researcher use collaborative writing as method in teaching writing. This test gave after teaching process was done.

In this research, the researcher only used one class to get two pretests and Posttests. There were 33 students in E class. I chose this class because I ever practice to teach in this class and this class was my inspiration to use this method. They gave in order to know the scores of the students before and after they were taught by using collaborative writing method. This test was used to measure the students before and after they were given treatment. This test conducted on May 6<sup>th</sup> and May 8<sup>th</sup>.

## G. Data Analysis

The technique of the data analysis used in the research is quantitative data analysis. This is a technique used to analysis and count the data, to know the students' achievement in writing taught with use collaborative writing as method. The research in this research used paired sample T test stated by SPSS v.21

## 1. Hypothesis testing

The hypothesis of this studies are as follows :

- a. If the significant level is higher than T-table, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that there is different score to the students who was not taught using collaborative writing method and the students who was taught using collaborative writing method.
- b. If the significant level is shorter than T-table, the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is not different score to the students who was not taught using collaborative writing method and the students who was taught using collaborative writing method.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and the discussion include the description of data, hypothesis testing and discussion.

#### A. The Description of Data

##### 1. The students' writing achievement taught without collaborative writing as method

**Table 4.1. The students' writing achievement taught without collaborative writing as method**

No	Subject	Compositions					Total score
		Content	Organization	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

1.	KO	17	7	12	8	6	50
2.	MEW	16	5	10	6	5	42
3.	MNF	17	7	10	8	8	50
4.	MFT	15	5	10	6	4	40
5.	MN	16	7	10	8	8	49
6.	MMA	18	8	12	8	7	53
7.	MMBZ	17	8	10	8	9	52
8.	MAF	17	7	12	8	8	52
9.	MKE	17	7	11	7	8	50
10.	NM	16	6	10	7	6	45
11.	NA	15	6	10	6	6	43
12.	NAA	17	7	13	7	7	51
13.	NH	16	7	12	7	8	50
14.	ONF	16	7	12	7	7	49
15.	RA	20	11	16	12	11	70
16.	WA	20	11	18	12	10	71
17.	RCA	18	9	12	10	10	59
18.	RSKD	16	9	14	8	9	56
19.	NTA	16	7	10	7	8	48
20.	YW	15	6	10	7	6	44
							$\Sigma = 1677$

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
N 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
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**

**Table 4.4. The students' writing achievement after being taught by using collaborative writing as method**

No	Subject	Compositions					Total score
		Content	Organization	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
							$\Sigma = 2470$

**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
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.

### 3. Data analysis

Data analysis was done to know the different score before and after test by searching score after test minus score before test. The researcher uses statistical test using paired sample T test stated by SPSS v.21 to ensure the effectiveness of using collaborative writing method in improving the student's achievement. The test result is as follows :

**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 :

- If the possibility  $> 0.05$  then the null hypothesis can't be rejected
- 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 output 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  $T_{\text{value}}$  is  $-40.22$  with  $df = 32$  and significance (2-tailed) is  $0.000$ . The negative which appeared in  $T_{\text{value}}$  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.

## **B. Hypothesis Testing**

The hypothesis testing of this study is as follows :

1. If the significant level is higher than T-table, so the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is different score to the students who was not taught with collaborative writing method and the students who was taught with collaborative writing method. The difference is significant.
2. If the significant level is shorter than T-table, so the null hypothesis ( $H_o$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is not different score to the students who was not taught with

collaborative writing method and the students who was taught with collaborative writing method. The difference is not significant.

After analyzing the posttest score, the next thing to do was verifying the hypothesis to know whether or not they were accepted or rejected. Based on the results, the statistical value of T test was 40.22, while the critical value of T test with significant level 5% and degree of freedom (32) is 1.694 . the result of  $T_{\text{value}}$  was 40.22. It means the statistical value of T test was higher than the critical value of T test ( $40.22 > 1.694$ ). Consequently, The Null Hypothesis ( $H_0$ ) formulated : “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. On the other hand, The formulated of the Alternative Hypothesis ( $H_a$ ) : “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.

Based on the result of T test conclude that the Alternative Hypothesis ( $H_a$ ) is accepted but the Null Hypothesis ( $H_0$ ) is rejected. It means that there is different score to the students who was not taught with collaborative writing method and the students who was taught with collaborative writing method. The difference is significant.

### C. 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 collaborative 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  $T_{\text{value}}$  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,  $T_{\text{value}}$  (40.22) and the value of “t” table is (1.694). It is known that  $T_{\text{value}}$  is higher than  $T_{\text{table}} = (40.22 > 1.694)$ .

Because the  $T_{\text{value}}$  is higher than the  $T_{\text{table}}$ . The Alternative Hypothesis ( $H_a$ ) 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 was one of great significance.

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.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion based on the descriptions of finding presented in the previous chapter.

#### **A. CONCLUSION**

Based on the data analysis in the previous chapters, the writer gets conclusion as follow :

1. The students' score of writing descriptive text taught without collaborative writing as method is bad because the mean of the total score of students is 50.82.
2. The students' score of writing descriptive text taught with collaborative writing as method is improve because the mean of the total score of students is 74.85.
3. There is any significant difference of eighth grade at MTs Assyafi'iyahin writing achievement before and after they are teach by using collaborative writing as method in teaching writing. It can be conclude based on the result of the data analysis. It was found that the statistical test by using T test shows that the empiric value ( $T_{value}$ ) is 40.22 and the critical value ( $T_{table}$ ) at level of significance (0.05) is (1.694). It means that the empiric value ( $T_{value}$ ) was higher than the critical value ( $T_{table}$ ) with degree of freedom (df) is 32 and the level of significance is 0.05. The conclusion is

the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

## **B. SUGGESTION**

The finding of the research score shows that there is any significant difference on the student's score before taught by using collaborative writing method and after using collaborative writing method. Therefore, the writer tries to give some suggestions as follows :

In order 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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