

THE EFFECT OF COLLABORATIVE WRITING TECHNIQUE ON STUDENTS WRITING ABILITY AT THE EIGHTH GRADE OF SMP NEGERI 8 PEMATANGSIANTAR

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ABSTRACT

Writing is the difficult skill to master that is why exercise regularly is needed. The objective of this study is to figure out the improvement on students to write descriptive through collaborative writing technique. This experimental research was carried out in SMP Negeri 8 Pematangsiantar in the academic year of 2019/2020. The research design of this study is classroom action research with quantitative approach. The population of this study is all students grade eight at junior high school, they are 296 students were divided into ten classes. And as a sample of this study consist of 25% from the population were VIII-4 as the experimental group and VIII-7 as the control group. Each group consists of 32 students. The experimental group was treated by using Collaborative Writing Technique, while the control group was treated by using Direct Instruction. The finding of this research are the score pre-test in control group are 1376 where the mean is 43 and in experimental group 1529 where the mean is 47.78. The mean score of different in control group is 23.21. and the t-test is 5.10. The standard deviation of the data in control group is 11.70 and the effect size in teaching writing descriptive text in control group is 1.98. It means that the students ability is low. The students' score post-test in control group are 2119 where the mean is 66.21 and in experimental group are 2409 where the mean is 75.28. The mean score of different in experimental group is 27.5 and t-test for experimental group is 5.27. The standard deviation of the data in experimental group is 13.29 and the effect size in experimental group is 2.35. It means that the students ability is high. The data analysis shows the following findings: (1) Collaborative Writing Technique is more effective than Direct Instruction in teaching writing; (2) students with high creativity have better writing ability than those having low creativity; (3) there is an interaction between teaching techniques and creativity in teaching writing.

Keywords: Collaborative Writing Technique, writing, Descriptive Genre

I. INTRODUCTION

The statement of the problem in this study is “Is Collaborative writing technique effected on Students’ Writing Ability in descriptive text at the eighth grade of SMP Negeri 8 Pematangsiantar?”The purpose of the study is to analyze the effect of collaborative writing technique on students’ writing ability in descriptive text at the eighth grade of SMP Negeri 8 Pematangsiantar.The writer conducted this observation at the eighth grade of SMP Negeri 8 Pematangsiantar. This study limited to know the effect of collaborative writing technique on students’ writing ability in descriptive text at the eighth grade of SMP Negeri 8 Pematangsiantar.

1.1. The Significances of Study

The findings of this study can be useful for the English teachers, students, and the other writer.

1. For Teachers

The findings of the study are useful for the English teachers at junior high school level to get an alternative way or technique in teaching students write text.

2. For Students

The findings of this study are useful for the students. They will learn a strategy or technique expected to increase their motivation and improve their writing ability in texts by working together.

3. For Other Researchers

The findings of this study are also useful for the other writer, especially for those who have the same problem

1.2 The Hypothesis of Study

Dealing with the problem of this study, the writer formulates the statement of hypothesis in this study as follows:

H0 : The collaborative writing technique is significant effected to improve students' writing ability in descriptive text at the eighth grade of SMP Negeri 8 Pematangsiantar?"

H1 : The collaborative writing technique is not significant effected to improve students' writing ability in descriptive text at the eighth grade of SMP Negeri 8 Pematangsiantar?"

II. REVIEW OF RELATED LITERATURE

1. Defenition of Writing

In English language, there are four basic skills or abilities that we must learn. They are listening, speaking, reading, and writing. Writing is one of language skill and productive skill that will be learn by students in junior high school. Students will be able express their ideas and feelings by English writing. According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Then, Tarigan (1994: 3) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. Then, Ramelan (1992: 14) also stated, writing is representation or symbol of language.

2. Collaborative Writing Technique

Collaborative writing technique has been becoming a current issue in writing and pedagogical studies in the twenty first century. Collaborative writing is one of effective ways to improve students' writing skill especially in descriptive text. Collaborative writing is expected to help students think critically by elaborating their ideas, opinion, and arguments to solve certain issues or problems. Murray (1992) states that collaborative writing is basically a social activities through which writers looked for specific items to be shared their understanding of essays. Higgins, et al in Storch (2005) define that collaborative writing is a way to foster reflective thinking, especially if the learners are engaged in the act of explaining and defending their ideas to their peers. In collaborative group the students will exchange their ideas, felling and result. In learning process, they will share their idea in making descriptive text, contributing components, modifyng by editing, and drafting the document.

3. Defenition of Descriptive Text

According to Knapp (2005:97) that descriptive text is a text which describes about the features and characteristics of a certain thing in detail (human or non human). It purpose is to describe and reveal a particular person, place, or thing. Descriptive writing has a social function to describe a particular person, place or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Besides, descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their sense on the object they see. Description enables the categories or classification of an almost infinite range of experiences, observations and interactions into a

system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also used extensively in many text types, such as information reports, literary description, descriptive recounts and due to the need to classify and/or describe a process before explaining it.

3. METHODOLOGY OF RESEARCH

1. The Design of Study

According to Creswell (2007:4), said that there are three types of design of research namely qualitative, quantitative, and mixed methods. In this study, the writer used quantitative research, because its most concrete and specific. The writer focuses on Classroom Action Research (CAR). This study is classified as quantitative study, because the object of this study is the writing ability at the eighth grade of SMP Negeri 8 Pematangsiantar. The population is all particular in the group that will be researched. According to Arikunto (2010 : 170) population is the subject of research. The population of this study is the eighth grade students of SMP Negeri 8 Pematangsiantar. The eighth grade of SMP Negeri 8 Pematangsiantar has ten classes which consists of 296 students. Sample is part of population. Arikunto (2006 : 134) says that “if the population is more than 100, its possible to 10% - 15% or 20% - 25% or more as sample and when the population is less than 100, all population should be taken as sample”. Because the population is 296, and its more 100, the writer takes only one class as sample in this study.

The writer will use purposive sampling technique to get the sample, and the sample should be 10%-100% from the population. Based on statement above, the writer will take 10% from the amount population. The writer decided to take minimal number, that is 32 students. The writer chose one class randomly as the sample of this research is VIII⁴.

1.1 Technique of Analyzing Data

In technique of analyzing data, the writer uses quantitative data. The analysis quantitative data is used to measure the score of the students by using tests (pre-test and post-test). To measure the score of students, the writer uses formula by Harris (1996 : 140) :

$$S = \left(\frac{c}{N} \times 100 \right) \%$$

Where :

S = The score of the student

C = The number of correct answer

N = The number of test item

After the writer knowing the score of the students, the writer will give the level achievement to the students. According to Arikunto (2006), before giving the predicate to the students, the researcher for the first must create the criteria of the score, and after that the categories of the score, can be apply by this criteria such as : excellent, good, fair, less, and poor.

So in this study, the writer will make the categories or level of achievement such as below :

Table 3.3 Level Achievement

The Value of the Square	Level of the Achievement
81-100	Excellent
61-80	Good
41-60	Fair

0-20	21-40	Poor	Less
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And the last, to measure and check the students’ ability in writing descriptive text, the writer uses mean formula. It uses the formulate measure by Arikunto (2005 : 284). The formula to measure the score is :

Where :

\bar{X} = The average of students score

$\sum X$ = The sum of item score

N = The number of the student

After all of done, the writer will compare the result of the students between pre-test and post-test.

2. THE DATA AND DATA ANALYSIS

2.1 Data Analysis

The data of the research were taken from the result of the teaching-learning experience of the use of collaborative writing technique in teaching writing descriptive text which conducted at grade VIII SMP Negeri 8 Pematangsiantar in academic year 2019/2020. The data analysis consisted on pre-test and post-test data. The pre-test data was taken before the treatment of teaching writing descriptive text at grade VIII SMP Negeri 8 Pematangsiantar by using collaborative writing technique, while the post-test data was obtained after the treatment.

2.2 The Research Findings

Referring to the data analysis above, there were some research findings that had been found. They were as following:

1. The students’ score pre-test in control group are 1376 where the mean is 43. And the students’ score post-test in control group are 2119 where the mean is 66.21
2. Before the treatment of collaborative writing technique, the students’ prior knowledge in writing descriptive text was less since the pre-test data are 1529 where the mean is 47.78
3. After the treatment of collaborative writing technique, the students’ ability in writing descriptive text had been improved since the post-test are 2409 where the mean is 75.28
4. The standard deviation of the data in control group is 11.70 and the standard deviation of the data in experimental group is 13.29
5. The effect size in teaching writing descriptive text in control group is 1.98 and the effect size in experimental group is 2.35

3. CONCLUSION AND SUGGESTION

3.1 Conclusion

Based on the research findings and the data interpretation, the writer concludes some findings of this research: The basic knowledge of students’ ability in writing descriptive text at grade eighth of SMP Negeri 8 Pematangsiantar in Academic Year 2019/2020 is low. The students’ score pre-test in control group are 1376 where the mean is 43. And the students’ score post-test in control group are 2119 where the mean is 66.21.

Before the treatment of collaborative writing technique, the students’ prior knowledge in writing descriptive text was less since the pre-test data are 1529 where the mean is 47.78.

After the treatment of collaborative writing technique, the students' ability in writing descriptive text had been improved since the post-test are 2409 where the mean is 75.28. The standard deviation of the data in control group is 11.70 and the standard deviation of the data in experimental group is 13.29. The effect size in teaching writing descriptive text in control group is 1.98 and the effect size in experimental group is 2.35.

The implementation of Collaborative Writing Technique is able to increase students' ability in writing descriptive text especially.

3.2 Suggestion

Referring to the conclusions above, there are some suggestions that are suggested by the writer, they are as following:

1. To Teacher

Teachers should have one thousand ways to develop their students. Collaborative Writing Technique can be one of alternative solution for students who get problem writing skill, vocabulary and understanding. Collaborative Writing Technique can be something interest for students, because they can express their creativity there especially writing skill. Collaborative Writing Technique can make students enjoy the learning. It can remind their memory in their mind.

2. To Students

Students should always try to express their ideas and their thought on a piece of paper for the sake of improving writing ability. Students should always be focus and active in teaching learning. They should study continually in classroom and in their house. They don't need to be afraid to study English. Collaborative Writing Technique can help students to express their creativity and memory about something. It appropriates to remind their memories about things to be described to be descriptive text, in this case animal.

3. Other Researcher

The next researcher must have a framework in the assesment of students achievement to deliver research result and conclusions. It would be better if the next researcher began applying Collaborative Writing Technique to the students' imperfect senses.

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