

The Use of Collaborative Technique in Improving Students' Descriptive Writing Ability at The First Grade of Senior High School Purbolinggo

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada kemampuan siswa dalam menulis teks deskriptif setelah belajar melalui tehnik kolaboratif and juga untuk mengetahui aspek menulis yang paling meningkat setelah menggunakan tehnik kolaboratif. Subjek dari penelitian ini adalah siswa kelas satu SMA Negeri 1 Purbolinggo tahun ajaran 2018/2019. Sampel dari penelitian ini adalah siswa kelas X Mia 2 yang terdiri dari 36 siswa. Data yang diperoleh dari pre-est dan post-test kemudian dianalisis menggunakan *t-test* dengan tingkat signifikan level $p < 0.05$. Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan signifikan secara statistik pada pencapaian menulis siswa dari pre-test ke post-test yaitu lebih rendah dari 0.05. Oleh karena itu, hipotesis penelitian ini diterima. Nilai rata-rata dari pre-test adalah 72.09 dan 77.23 merupakan nilai rata-rata dari post-test. Diketahui bahwa peningkatan nilai siswa sekitar 5.14. Demikian, dapat disimpulkan bahwa tehnik kolaboratif dapat memfasilitasi siswa dalam menulis teks deskriptif.

Abstract. The objectives of this research are to find out whether there is significant improvement on students' writing skill of descriptive text after the implementation of collaborative technique and also to find out the aspects of writing that improved the most after using the collaborative technique. The population of this research is first grade student of SMAN 1 Purbolinggo in the academic year 2018/2019. The sample of this research is class X Mia 2 that consisted of 36 students. The data were in forms of writing scores taken from pretest and posttest and analyzed by using *Repeated Measure T-test* in which the significance was determined by $p < 0.05$. The result of this research shows that statistical computations indicated significant value of posttest-pretest was lower than 0.05. Therefore, the hypothesis of the research was accepted. The mean score of pretest is 72.09 and the mean score of posttest is 77.23. It means that the students' score improved about 5.14. Briefly, it can be concluded that collaborative technique can facilitate the students in writing descriptive text.

Keywords: *writing, descriptive text, collaborative technique.*

INTRODUCTION

Harmer (1998) points out that the writing skill has been recognized as an important skill for language learning. He emphasizes on the importance of writing skill to be taught to English foreign language students such as learning encouragement, language development, learning approach, and most importantly, writing skill. In other words, writing becomes one of necessary skills for preparing students to be able to communicate their ideas in the target language and acquire knowledge in the era of modern technology. Harmer (2004) stated that writing encourages students to focus on accurate language use. It is because students consider the language is used when the students engage in their writing process. This activity will provoke language development because the student who resolves problems have to put their ideas in an effective descriptive written form.

It is reasonable because writing has certain conceal components, such as: (1) Content which is concerned with develop main idea; (2) Grammar which refers to the word order; (3) Vocabulary which is concerned with terms or relies on circumlocution; (4) Mechanic which refers to concerned with punctuation and spelling. It is now clear that senior high school students in general experience difficulties in mastery writing skill. To be more concrete, a pre-observation study at the first grade of SMAN 1 Purbolinggo indicated that of students were still unable to write English well, especially in terms of grammar, organization, mechanic, etc. This activity was done by interviewing with some students, it purposes to find the problem that faced by students in descriptive writing. The results showed that they got so difficulty to applying tense form when they should write descriptive text, for example when they should write “she is beautiful” but they wrote “she beautiful”. This happened because their background of knowledge was different which received in junior high school.

However, the capability of students' writing achievement regarding to the fact is low. The one of factors, that is the technique of teaching writing. Dealing with writing for EFL students, writing is regarded as a language skill that is not easy

for the students to be achieved. Even if the students are asked to produce text in their mother tongue still seems something difficult to do. It is strengthened by Byrne (1988:4) who says that writing is difficult activity for most people, both in mother tongue and in a foreign language.

Meanwhile, in order to activate the students knowledge during the teaching writing process, the research conducted a collaborative technique. According Barkley, Cross, and Major (2005: 256) define that in collaborative writing, students pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: editing the writing. This also means that in pairs or triads, students will produce better work than when they work alone. Collaboration is defined as people working together to achieve goals (Andersen,2011:1). It means that the concept of collaborative writing is student pairs or group work to write formal paper together in order to produce descriptive text together then alone.

To strengthen this research, the researcher provides some previous studies that are related to this research. Wahyuni (2014) in her research title “Improving Students’ Ability in Writing Through Collaborative Writing Strategy at The Islamic Junior High School Muhammadiyah 01 Medan”. This study was done in SMP Muhammadiyah 01 Medan. The results of the research, could be drawn into two points as follows: first, collaborative writing technique could improve the students’ writing ability because from the t-test shows there was increase before and after test; second, this strategy were enable students to improve elements of write skills, such as content, grammar, etc. Then, making the students were more active, enthusiastic, and joyful to follow the teaching and learning process because in this strategy proved interesting situation for the students. In line with the research above, Mulyani (2014) at third year students’ at state junior high school 2 Kampar indicated that; (1) There is significant difference of the students’ writing ability on narrative paragraphs before and after being taught by using collaborative writing approach and conventional teaching. (2) There is a

significant effect of the students' writing ability on narrative paragraphs by using collaborative writing approach at the third year students' of State Junior High School 2 Kampar. The other research was conducted by Utami (2012) at the second year students' at state junior high school 2 Sentolo indicated that; (1) the students showed the improvement on their writing skills especially in terms of content and organization aspects. The use of collaborative writing helped them to generate and share ideas among peers during the process of writing. Some of them also showed different attitude toward the teaching and learning process. Their motivation toward learning also increased; (2) the activities conducted had also created students' involvement. Their collaboration supported them to get more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process.

Referring to the explanation above, this research tried to apply collaborative technique in teaching writing on descriptive text of Senior High School students. Therefore, the objectives of this research are (1) to investigate whether there is any improvement of students' ability in writing descriptive text after being taught through collaborative writing technique, and (2) to see the aspect of writing which improves the most after descriptive technique applied in teaching learning process.

METHODS

The approach of the research is quantitative. The research only has one experimental group with no control group. It was conducted by using pre-test treatment-post test design. This one group pretest-posttest design involves a single group that pretest (T1), expose to a treatment (X), and post-test (T2). The writer compared between the score in pre-test and post-test to see whether the treatment has an intended effect or not on students' writing ability.

Based on James (1996) population is a group of elements or cases whether individuals, objects, or events, that conform to specific criteria and to which the researcher intend generalize the results of the research. The population of the research was the first year student in SMAN 1 Purbolingo. The class which was chosen as the sample in this research was class X MIA2 consisting of 36 students.

According to Hatch and Farhady (1982:281) there are two basic types of validity; content validity and construct validity. This research, the test has content validity because the researcher made this test based on the course objectives in syllabus of first graders students at SMAN 1 Purbolingo. In this research, the researcher asked the students to write a descriptive text to measure the students' writing ability. The researcher classified the score using writing descriptive scoring rubric by Heaton (1991; 146). The technique based on five aspects of writing. They are content, organization, language use, vocabulary, and mechanic.

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985). To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* will be evaluated. In this study, the first rater was the researcher and the second rater was the English teacher in the school. The result of reliability score of pre-test was 0.95162307705 (very high reliability), and the result of reliability score of post-test was 0.8857372 (high reliability).

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

In order to see whether the the objectives of the research can be achieved or not, the researcher analyzed the test result of the pretest and posttest which is displayed in the following table.

Table 1. The Difference of Students' Writing Score in the Pre-Test and Post-Test

Statistics

		Pre-Test	Post-Test
N	Valid	36	36
	Missing	0	0
Mean		72.0972	77.2778
Minimum		63.50	71.00
Maximum		82.50	85.50

Table 1. shows that the students' writing increased after the treatments. It can be seen from the mean of the post test which was higher than the pretest. Eventhough the mean score of the pretest was 72.09. Their minimum score of the pretest was 63.50, while the maximum score was 82.50. In other word, the students got 77.27 for the mean of the posttest with the minimum score was 71 and the maximum score was 85.50.

Therefore in order to make it clear about distribution of thestudents'pretest and posttest score, it will be explained in the following table.

Table 2. Frequency Distribution of Students' Writing Score of Pre-Test and Post-Test

No.	Student's Score Interval	Fi Pre-Test	Fi Post-Test
1.	85-81	2	5
2.	80-76	2	19
3.	75-71	19	12
4.	70-66	12	0
5.	65-61	1	0
Total		36	36

The table 2. above indicates that the students pretest scores are so varied. There are about 2 students who got the score between 81-85, 2 students who got score between 76-80, 19 students who got score between 71-75, 12 students who got score between 66-70, and 1 students who got score between 61-65. Meanwhlie in the posttest, there are about 5 students who got score between 81-85, 19 students who got score between 76-80, 12 students who got score between 71-75 and no one student who got score between 61-70. It can be concluded that the students writing increased after they learn through roundtabe technique.

Afterward, in order to prove whether the proposed hypothesis is accepted or not, Paired Sample T-Test is used to test the hypothesis. Thus, the results of the test can be seen in the following table.

Table 3. T-test Results of the Hypothesis Analysis

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-Test	77.2778	36	3.65756	.60959
Pre-Test	72.0972	36	4.30418	.71736

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 Post-Test–Pre-Test	5.18056	1.63512	.27252	4.62731	5.73380	19.010	35	.000

The table shows that the result of the computation that the value of two tailed significance is 0.000. It means that H1 is accepted. It proves that the treatments which were given by the researcher gave better effect to the students' improvement in descriptive writing. It can be concluded that there is significant improvement on students' writing skill of descriptive writing text after implementation of collaborative writing technique at the first grade of SMAN 1 Purbolinggo. The researcher scored the students' writing based on the writing aspect and the scoring criteria adopted from Heaton (1991; 146). The differences of students' achievements in aspects of writing are presented as follows:

Table 4. The Increase of Students Achievement of Each Aspect of Writing

Component	Pre-Test	Post-Test	Increase
Content	23.97	25.23	1.26
Organization	14.80	15.73	0.93
Vocabulary	15.21	16.04	0.83
Grammar	14.12	15.92	1.80
Mechanic	3.95	4.25	0.30

From the table above, it can be stated that the use of collaborative can improve each aspect of writing; they are content, organization, vocabulary, grammar and

mechanic. From the table above, it can be seen the highest improvement was grammar and content and the lowest improvement was organization, vocabulary and mechanic.

Finally, according to the results above, it is concluded that the implementation of collaborative technique can significantly improve students' writing of descriptive text. In other words, the result of the research proved that collaborative technique gave improvement to the students' writing especially in terms of grammar.

Discussion

In the pre-test, the researcher found out the capacity of the students. They were still lack of knowledge of writing aspects. For instance, it was difficult for the students to write grammar clearly. It was also found that the students still low in generate the idea. The students also could not find some proper words in English even they have looked up to dictionary. From the organization aspect, the students were confused to organize the paragraph coherently. Besides, many also made mistakes for the mechanic aspect, such as omitting the use of full stop and comma. Generally, the students did not know how to compose a good text in pretest; they tend to write what came to their mind. Therefore, the observer conducted treatments and gave them material that was relevant to students' capacities.

After being taught by using collaborative technique, students could improve their writing and improve aspects of writing on the result of the posttest. The major improvement can be seen on grammar aspect, It is because the students used role to play present tense from correctly, and sentence structure consists of phrases, clauses, and sentences appropriately. This is also because the students paid attention to the teacher's explanation of how to make a sentence in a good grammar, especially for simple present tense, because of descriptive paragraph uses that tense. Besides, the students also are curious to check spelling in the dictionary when they met difficult words.

The findings was supported by the previous study which was conducted by Mulyani (2014). In the research, the finding showed that the use of collaborative

technique improved the students' writing ability in all of aspect especially, in terms of content and grammar aspects. It is because the students paid serious attention about the grammar that used in writing descriptive and they were able to write their ideas clearly pertinent to the topic and to write detail information from each topic sentence.

However, some other studies found that grammar was not the aspect improved the most. According to Utami (2012) content and organization aspects of writing was the highest improvement. This happened because through collaborative technique, the students were guided step by step to learn how to develop the idea. Meanwhile, Wahyuni (2014) investigated the implementation of collaborative technique in increasing the students' writing skill at the junior high school and based on the finding of her research, it was found that *collaborative* technique can improve students' writing descriptive text because from the t-test showed there was increase before and after test

According to the findings of the previous research above and in this research, the students gained much improvement after the implementation of collaborative technique for their writing scores. Interestingly, the improvement of students' scores happened in other types of text as it had been tested in the previous studies.

From the explanation above, it is concluded that the implementation of collaborative technique can significantly improve students' writing especially in terms of grammar.

CONCLUSION AND SUGGESTIONS

Based on the results of this research, it can be concluded as follows:

- (1) There is significant improvement on students writing skill of descriptive text after the implementation of collaborative writing technique. It can be seen from the result of the test which showed that the students' mean score of

pretest was 72.09 increases to 77.23 in posttest, and also the result of hypothesis testing on *Paired Sample T-test* that shows the t-value is bigger than t-table. In other words, it can be said that the implementation of collaborative writing technique successfully improved the students writing skill on descriptive text.

- (2) Besides improving students writing skill on descriptive text, collaborative writing technique also improves all aspects of writing which covers content, organization, vocabulary, language use, and also mechanic. From those five aspects of writing, language use is the aspect of writing which improves the most after the implementation of collaborative writing technique.

Considering the finding of the research, researcher would like to recommend some suggestions as follows:

a) Suggestion for English Teachers

- (1) English teachers are suggested to use collaborative writing as a technique in teaching writing descriptive text, because the researcher found that through collaborative writing, students are able to develop their ideas based on the topic. Besides, they become more active and enjoy the teaching learning process.
- (2) In scoring students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanic. This is to turn out the fair and good scoring.

b) Suggestion for further researchers

- (1) This study was conducted in the senior high school level. Therefore, further researchers can try to find out the implementation of collaborative writing technique in different level such as elementary or senior high school level.
- (2) In this study, descriptive text was employed as media to measure the improvement of students' writing skill after the implementation of collaborative writing technique. Further researchers can try to apply collaborative writing with another kinds of text, analytical exposition text, narrative, and recount text for instances.

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