

The Implementation of A Collaborative Technique in Improving Students' Writing Descriptive Texts

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Abstract: The Implementation of A Collaborative Technique in Improving Students' Writing Descriptive Texts. The aim of this study is to find out whether there is a statistically significant difference of students' writing ability in descriptive texts between the pretest and the posttest in the implementation of collaborative technique. This research was quantitative research. The subjects of this research were 28 students at the second year of SMP N 19 Bandar Lampung. The writing test was administrated as the instrument of the research. The result showed that there was a statistically significant difference of students' writing ability between the pre test and the post test with significant level 0.05. This suggests that collaborative gives opportunities for students to share and develop the ideas more easily.

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

Abstrak: Pelaksanaan pada Sebuah Teknik Kolaboratif untuk Meningkatkan Siswa dalam Menulis Teks Deskriptif. Penelitian ini bertujuan untuk meneliti apakah ada perbedaan pada kemampuan siswa dalam menulis teks deskriptif setelah belajar melalui teknik kolaboratif. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian sebanyak 28 siswa. Tes menulis digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan menulis siswa yang signifikan dengan tingkat signifikansi 0.05. Hal ini menandakan bahwa teknik kolaboratif memberikan kesempatan kepada siswa dalam penyampaian dan mengembangkan ide dengan mudah.

Kata kunci : teknik kolaboratif, menulis, teks deskriptif.

INTRODUCTION

Writing is an important skill which must be learnt besides listening, speaking and reading, because it is used to communicate, students must be able to communicate not only in oral form but also in written form. Writing is a skill which expresses the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand (Raimes, 1983). It means that students should be able to express their idea in written form as the result of their understanding of the text that they read. Because of that, writing is important skill to be taught to the students.

Even though writing is stated important as explained above, it is still a matter in our education. A study conducted by Diharyono (1990:1) indicated that students known or had the ideas what they were going to write but they did not know how to put them into sentence. Besides, based on the researcher's experience when conducting teaching practice program (PPL/2016) at the eighth grade of SMPN 1 Rumbia Central Lampung, the students there had difficulties to express their idea in written form. They did not know how to make sentences correctly, hard for them to choose appropriate words to express their idea in a sentence and they were confuse what tenses they should use. So, it did not make the teaching learning process run well. Furthermore, when the researcher did interview with English teacher of SMP N 19 Bandar Lampung, it was found that there were some difficulties in learning English, especially in writing. Most of them get difficulties in writing the words into sentences, they still felt difficult to describe something clearly and made the reader could not feel about the content of their text.

In order to solve those problems, the teacher should apply suitable way to teaching writing text process. In line to this, Wilkins (1983: 14) states that the students' learning depends on the effectiveness of the teachers' techniques. Therefore, the use of various techniques is necessary for motivating the students to learn English, as well as for adjusting the material and avoiding the students' boredom. In this research, the researcher utilized collaborative technique to teach English writing. The collaborative technique is basically group working or cooperative technique to some extent. This technique promotes students to work in group, not individual. This technique will help the students to be more active in thinking, more active in learning activity, learn how to work together and last every student can solve their own problem in their individual test.

There are some researchers who have done a research about collaborative technique. The first research was conducted by Supiani (2011), based on the preliminary research of the students of grade VIII of SMPN 1 Palaihiri, the researcher found the result of the pre-test was unsatisfactory. The students had low ability in writing. The mean writing scores in preliminary test was low, namely 53.36. It is still far from the minimum requirement criterion or *Kriteria Ketuntasan Minimal (KKM)*. Furthermore, after teaching students by using collaborative technique, it was found that the students could follow the writing steps well which could help them to make their writing to be better. Besides, the students' behavior in writing changed and improved their motivation as well. Moreover, they were actively involved in pair work and the classroom situation become lively and also increased the students' participation.

The second research was conducted by Murda (2015), based on the researcher did research in SMA N 15 Bandar Lampung, it can be reported that some students still get some difficulties in producing the utterance properly. They did not know how to answer teacher's question or to ask a question. Even though there were some students that were able to express what they thought, they still had problems in pronouncing it. So, it did not make the teaching learning process run well. So the researcher used collaborative technique in order to solve those problems. It could be assumed that by using Collaborative technique the students' speaking skill could improve and there was a communicative process during teaching learning process.

So, it could be considered that it was a good technique because the students were not only encouraged to work together in a well structured procedure but also maximize their involvement and responsibility with different roles and of course with different tasks. Therefore, considering the explanation above, the researcher investigated whether there is any difference of students' writing ability after being taught by using Collaborative technique and investigated what aspect of writing improve the most after being taught by using Collaborative Technique.

METHODS

In order to know the method that used in this research, this chapter explains type of research, time and place of the research, subjects, procedure, data, instrument, data collecting technique and data analysis technique.

Type of research

This study was a quantitative research which used one group pretest-posttest design.

Time and Place of The Research

This research was conducted in SMP N 19 Bandar Lampung on November 19th, 2016 to November 28th, 2016.

Subjects

The population of this research was the second grade students of SMPN 19 Bandar Lampung in academic year of 2016/2017. Then, there were only one class which consisted of 28 students.

Procedure

There were four meetings at this research. First meeting was pretest which given before the researcher taught by using collaborative technique. This test was essay which the students were asked to create a short descriptive paragraph about a person consisted of 6-7 sentences. Then, second and third meetings were treatment which the researcher used collaborative technique in teaching writing descriptive texts. The last meeting, after the treatment administered, the researcher conducted a posttest in order to measure how far improvement of the students' writing ability after the treatment. This test had the same form as the pretest. Furthermore, the researcher applied inter-rater to calculate the score of pretest and posttest to avoid the subjectivity. After that, the scores were analysis by using SPSS.

Data, Instrument, and data Collecting Technique

The instrument of this research was writing test which consisted of pretest and posttest. Between the two tests there were treatments held in two meetings. In this research, the learning material was focused on descriptive text. The test was considered as valid in content validity since the test of writing consisted a representative sample of the language skill and structure and also the material used were chosen based on KTSP English Curriculum for second year of junior high school. Then, the test was constructed and scored based on writing theory. The result of inter-rater reliability tend to be very high reliability which was 0.97 in pretest and 0.95 in posttest.

Data Analysis Technique

The objectives of this researcher were to find out whether there is a difference of students' writing ability in descriptive paragraph before and after the implementation of collaborative technique and to find out what aspect of writing improve the most after being taught by using Collaborative Technique. The pretest and posttest was conducted to find out the objectives' answer.

Aspects of Writing	Pretest Score (PrS)	Posttest Score (PoS)	Max Score (Ms)
Content	15.69	20.26	30
Organization	13.64	16.30	20
Vocabulary	13.62	16.17	20
LU	13.96	16.32	25
Mechanic	2.58	3.23	5
Total	59.31	72.30	100

Furthermore, the pretest was administered in order to measure the students' writing ability before the treatment, then the scores were proven

that the second grade students of SMP N 19 were still low ability in writing. Then the researcher have done the treatment by using collaborative technique to solve those problems. After that, the researcher was administering posttest. It was intended to measure how far the improvement of the students' writing ability after the treatment, the scores were proven that the students had a progress after the implementing of collaborative technique and content aspect was improved the most than other aspects.

RESULT AND DISCUSSION

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) shows the mean score of pretest result is 59.32 while in the posttest is 72.30 in which the difference is 12.98 points. It can be seen from the following table.

Category	Pretest	Posttest	Gain
Total	1661	2024.5	363.5
Mean	59.32	72.30	12.98

Table 1. The Difference of Students' Score in Pretest and Posttest

From the table above, it implied that there was a difference of students' descriptive text writing ability after being taught through collaborative technique and it answers the first research question.

While the second result of the study shows that content is the aspect of writing which improves the most after being taught using collaborative technique. The summary can be seen from the following table below.

Aspects of Writing	Aspects Improvement (PoS - PrS)	(%)*
Content	4.57	15.23%
Organization	2.66	13.3%
Vocabulary	2.55	12.75%
LU	2.36	9.44 %
Mechanic	0.67	13.4%
Total	12.98	61.12

Table 1&2. The summary of the students' result in each aspect

From the table, it shows that the students' score improves in all aspects of writing and aspect of content improves the most after being taught through collaborative technique. This result answers the second research.

Furthermore, collaborative technique can be used to improve students' ability in writing. By using collaborative technique, the students are easier to understand writing skill, because collaborative technique is basically group working, it promotes the students to work in group, not individual. After doing the research, it can obviously be seen that collaborative technique which was applied in the writing class successfully improves the students' writing ability. It can be seen from the improvement of a mastering writing descriptive text. In collaborative, students in group write a composition. Each student contributes at each stage of the writing process, drafting, revising and editing the writing as stated by Elizabeth, et., al (2005:256) that working together can help students to learn and perform the stages of writing more effectly.

Reffering the explanation above, it can be inferred that collaborative technique can improve students' writing. By using collaborative technique in learning writing the students can encourage their attention and motivate in

learning writing. They are happy to learn with their friends and find it is easier to do writing task. Besides that, collaborative technique gives oppurtunities for students to share and develop the ideas more easily.

CONCLUSION

Referring to the discussion of the research findings, the implementation of collaborative technique can improve the students' descriptive texts writing ability. It can be seen from the gain of the students' writing mean score in the pretest and the posttest (59.32 to 72.30). Besides, after being taught by using collaborative technique, the students' score of content increased the most. It might be easy for students to express their ideas into paragraph because this strategy provides opportunities for the students to collaborate in composing the text together with their group partner. Furthermore, collaborative technique is the best way to motivate student in learning writing. Besides, in using this technique, it can help students to solve the problems and make them enjoy in learning writing.

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

Suggestions for English Teachers

1. This research has revealed that the use of collaborative technique gave great impact to the students' writing performance. This technique is useful in solving the problems of students in teaching writing because they work in a group. So, it is suggested to English teacher to use this technique in teaching writing.
2. Collaborative technique susceptible to make noise in learning activity. So, make sure

you can control the whole class. Don't let the students make a noise in the class and make sure all of the students in the class are under your surveillance.

Suggestion for Further Researchers

1. This research is just one effort to improve the students' writing ability through collaborative writing technique in teaching and learning writing in the classroom. The findings of this study are expected to use it as starting point to conduct the further research in the different field and different text types.

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