

INCREASING STUDENTS' WRITING ABILITY BY APLYING COLLABORATIVE WRITING TECHNIQUE TO ELEVENTH GRADE STUDENTS OF SMA N 1 NGADIROJO IN THE ACADEMIC YEAR 2014/2015

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Abstract

This research intended to know whether Collaborative Writing Technique can increase student's writing ability to the eleventh grade students of SMA N 1 Ngadirojo in the academic years 2014/2015 and to know student's writing skill of grammatical, stylistic, mechanical, judgment and organizing idea taught with Collaborative Writing Technique. The research design of this research is the quantitative research by using experimental method. The eleventh grade students of SMAN 1 Ngadirojo were taken as the population of this research. The number of the population was 225 students classified into eight classes. Cluster random sampling was taken as the way for taking the sample. The total sample was 56 students, 28 from class XI IPA 4 were taken as the experiment class and 28 students from XI IPS 1 were taken as the control class. The data were collected by giving test to students and interview with English teacher. Interview were given information about main problems of students in writing ability. Writing tests were given to students to get the main data. An analytic scale was used in analyzing the data focusing on the grammatical, stylistic, mechanical, judgment and organizing idea of the writing. Then, the researcher counted the data by using statistical formula called descriptive analysis. The calculation was done in order to get significant difference in teaching writing by using Collaborative Writing Technique and Lecturing Technique. After the data had been collected by using test, it was found that the pre-test average of the experimental class was 55,32 and control class was 52,71. While, the post-test average of the experimental class was 81,82 and control class was 67,57. The score of students' writing skill in grammatical was increased 86%, stylistic skill was increased 52 %, mechanical skill was increased 15 %, judgment skill was increased 29% and organizing idea was increased 54% dispute of scoring in pre-test and post-test. It was conclude that Collaborative Writing Technique can increase student's writing ability on the eleventh grade of SMAN 1 Ngadirojo in the academic years 2014/2015. Finally, the researcher suggests to teacher that they could use Collaborative Writing Technique in teaching writing.

Keywords : Collaborative Writing Technique, Student's Writing Ability, Eleventh Grade, SMAN 1 Ngadirojo, 2014/2015

A. INTRODUCTION

When the researcher teaches writing, the students get silent and feel confused to start writing. Some students always think of resistances in writing, such as : (1) They are still confused to organize their ideas when they begin to write. (2) They must use good grammar to make a good sentence. (3) The choice of vocabulary is sometimes not

appropriate in writing paragraph. (4) They are still confused to write relevant topic with the content of the paragraph. In teaching writing, the researcher applies the Collaborative Writing technique based on some consideration that is can improve the students writing skill in teaching and learning process. By using this method, they are able to correct about their grammar to one another, especially the development of their writing and organizing their ideas.

Based on the identification of the problems, there are 3 formulation that must be prove, such as : (1) How does collaborative writing give influence to student's writing ability? (2) How does collaborative writing can improve student's writing skill of grammatical,stylistic,mechanic, and judgment? (3) How does collaborative writing influence to give better concept of organizing idea in writing skill? As we know in the formulation of the problems, the objective of study such as : (1) To identify that the collaborative give influence student's writing ability in teaching and learning class. (2) To identify that collaborative writing can improve student's writing skill of grammatical,stylistic,mechanic, and judgment. (3) To identify that collaborative writing influence to give better concept of organizing idea in writing skill.

Heaton (1975 : 127) states "In writing, the writers manipulate words in grammatically successfully communicates the writers' thoughts and ideas on a certain topic. In other words, the writers express the ideas in written form using grammatically correct sentence for the purpose of communication". It means, the writer is demanded to pay attention to some aspects of the production of the written text which involves the content, organization, vocabularies use, grammatical use, discourse, and mechanical considerations such as spelling and punctuation.

According to Heaton (1975 : 138), there are four skills necessary for writing. They are:(1) Grammatical skill :The ability to write correct sentences. (2) Stylistic skill: The ability to manipulate sentence and use language effectively. (3) Mechanical skill : The ability to use correctly those conversations peculiar to the written language e.g. punctuation, and spelling. (4) Judgment skill : The ability to write in an appropriate manner for a particular purpose with on ability to select, organize and relevant information. Most of students have the capacity to make their writing well and

effective. They always think that good writing is the written text that contains no bad mistakes, such as error of grammar, vocabulary used, and mechanical used.

The main purpose of writing for the students which they can present relevant information in written text to the reader in. Therefore, they have to understand the characteristics of good writing to support them in producing a good writing. According to Nurgiantoro (2001:298- 299) there are some problems which are faced by students in learning writing. They are: (1) Organizing idea, (2) Lack of vocabulary, (3) Grammar accuracy.

Collaborative Writing is a useful method for creating documents, if a specific plan to collaborate with others is not outlined, but it is difficult to produce quality products. When introducing collaborative writing to students, teacher should approach the social aspects of the assignment with them in a cognitive manner. In short, collaborative writing is the process of producing a written work as a group where all members contributed to the content, style, and even the goal of writing and also the decisions how the group will function. According to Andersen (2011 : 1) "Collaboration is about people working together to achieve goals". Moreover, Hill&Hill (1990 : 7) states "Collaborative classrooms operate on three important principles, such as: (1) Co-operative skills are taught, practice and feedback is given on how well the skills were used. (2) The class encouraged to operate as a cohesive group. (3) Individuals are given responsibility for their own learning and behavior".

The researcher applied collaborative writing technique in class XI IPA 4 as an experiment class. The students of XI IPA 4 are 28 students, 17 students are girls and 11 students are boys. Researcher explained about hortatory exposition text and give recommendation for the students to make an essay through collaborative with other friends. In this research, increasing of the student's writing ability is very significances. It shows that are pre-test only have average 54% and post test have 79% in experiment class. Students can understand step by step and aspects of writing. They can fill full standard score of writing through collaborative writing.

B. Method

The research design of this research is the quantitative research by using experimental method. The researcher strives to isolate and control every relevant condition which determines the events investigated, so as to observe the effects when the conditions are manipulated. In this research, the researcher employed the quasi experiment research design. The researcher used two classes. One class was as an experiment class and the other was as a control class. The experiment class was taught by using Collaborative Writing (CW) Technique, while the control class was taught by using lecturing technique.

C. Findings and Discussion

In determining sample of the research, the researcher took two classes which one to be experiment class and which one to be control class. In this case, class XI IPA 4 as an experiment class, and class XI IPS 1 as a control class. The students of XI IPA 4 are 28 students, 17 students are girls and 11 students are boys. The control Class includes of 28 students also, 12 students are girls and 16 students are boys. The researcher taught writing by using Collaborative Writing for eleventh grade students of SMA N 1 Ngadirojo. It is suitable in teaching writing, because this method make the students more confidence and enjoy to write what they think/idea with their friends. Preparation had been before teaching and learning process. The instrument of this lesson are lesson plan, the media, the material and the worksheet.

1. Students' Pre-Test

The researcher met the English teacher for interview and observation to get information about problems of the students in writing class. The English teacher gave schedule of her lesson especially in class XI IPA 4 and XI IPS 1. The researcher began took pre test for XI IPA 4 and XI IPS 1 in several time. Based on the pre-test, researcher knew if the students' test result still low and not fill full the standard score (KKM). Related of the scoring table of experiment class was obtained data

that total scores on pre-test were 1549 with average 55.32 for the written test than total scores for control class on post-test were 1476 with average 52.71.

2. Students' Treatment

The researcher gave a treatment for the student by using new method that is Collaborative writing for Experiment class that is XI IPA 4. It can help the students to learn and perform the stages of writing more effectively. Researcher explained about writing an essay, explain about aspect of writing, explain about steps in writing, explain about collaborative writing and the advantages of it. The researcher divided the student to be a group that include of 4 students. The researcher gave instruction and guide the students to try write an essay with their friends. The groups choose one topics. Generate ideas and brainstorming. Make an outline together. Each student make a draft suit of the outline. Each students change a draft with others to discuss about grammar, spelling and punctuation, then checking for coherence and cohesion. Combine individual section.

3. Students' Post Test

The researcher gave post-test for the students to know increasing of the students' writing ability through Collaborative Writing. The researcher took post-test for experiment class and control class. It can known about differences for each classes. From the scoring table of experiment class was obtained data that total scores on post-test were 2291 with average 81.82 for the written test than total scores for control class on post-test were 1892 with average 67.57. Increasing of experiment class was very significance for writing class. The students of experiment class can fill full the standard score (KKM) than control class.

Based on the result of pre-test that experiment class more better than control class, but it must be increased which students not fill full standard score for writing. The researcher was being taught by using collaborative writing as treatment for helping students got solution to their problems. The score of the written test of experiment class before get treatment (pre-test) and after get treatment (post-test) can be seen in table below:

Table 15

Table 16

Experiment Class**Control Class**

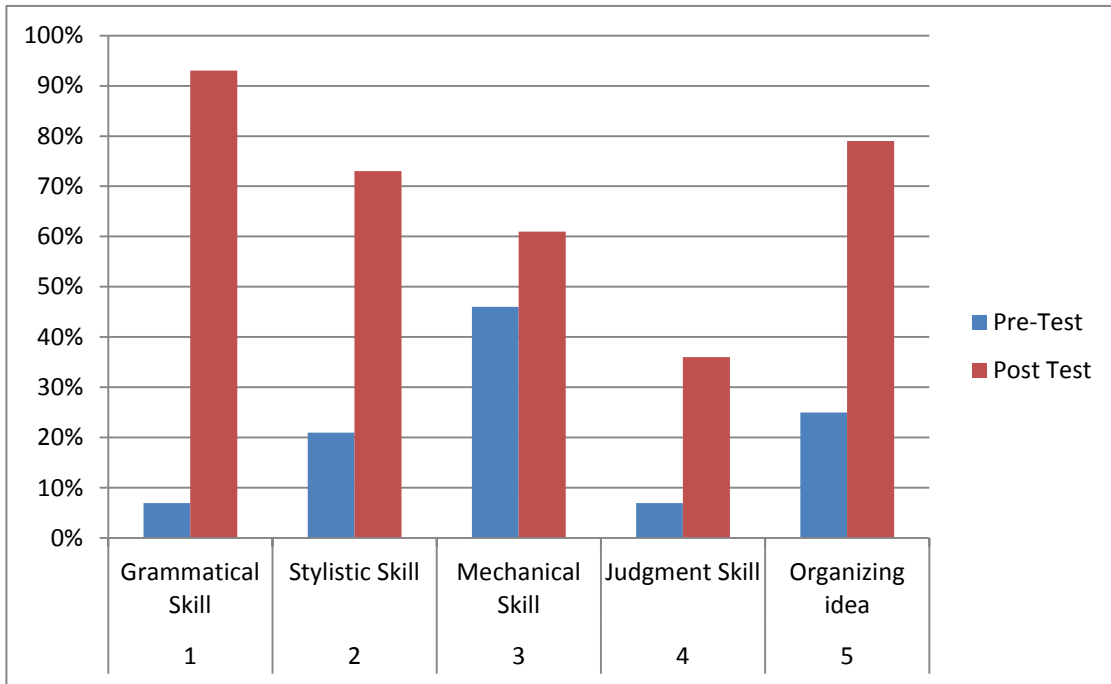
No	Students' Name	Pre-test	Post-test	No	Students' Name	Pre-test	Post-test
1	Ari Purwa Nugraha	41	80	1	Achmad Fandi Nur	60	79
2	Arif Rhamadani	44	88	2	Almaida M	66	69
3	Dewi Santosiani	76	82	3	Ari Susilo	41	60
4	Diah Ayu Rohana	48	76	4	Denes Permadi	59	71
5	Didik Purwanto	54	76	5	Dheniar Alvin	53	61
6	Dimas Wahyu P	76	76	6	Dhimas Setiawan	52	66
7	Dina Damayanti	45	77	7	FindyriaYulianti	56	61
8	Efri Wardianto	79	93	8	Ella Silvia Ranti	51	58
9	Jenny Raya Nilasari	50	90	9	Gadang Esti L	58	78
10	Jimi Fahrudin	28	76	10	Gilang Ratama P	66	89
11	Kunizakyah Awalia	61	87	11	Inggrid Fatma V	22	75
12	Lina Sri Rahayu	53	76	12	Joko Susilo	67	80
13	Linda W	76	90	13	Kikih Adi Prayogo	59	69
14	Melinda Adi T	40	80	14	Landung Laksono	52	65
15	Miftahul Huda	30	76	15	LiyaWaroka	58	56
16	NivaArgista	42	78	16	Lukito Ampri Sunu	61	73
17	Retno Nurhayati	60	84	17	Maf'ulZazid P	57	69
18	Riski Dwi	51	78	18	Mohammad	43	61

	Yusupa				Noor		
19	Riski Ramadani	85	94	19	Ocvi Milla Ferina	45	63
20	Risma Budi Utami	79	94	20	Rega Very Wiyana	58	56
21	Sinta Dinar S	54	76	21	Rizagusti Wibowo	22	66
22	Wahyu Alif Fazrien	51	84	22	Rizal Dwi P	43	62
23	Welly Ansyah	69	90	23	Romi Haryanto	45	66
24	Yeni Tri Lestyani	57	91	24	Siti Rahayu	56	64
25	Yoga Apriska Rizky	32	77	25	Sukmawati	53	66
26	Yunita Prastiwi A	60	80	26	Tristiya Dhea D	56	69
27	Yunita Puspitasari	76	82	27	Uswatun Khasanah	50	64
28	Aldi Candra	32	60	28	Wahyuni R	67	76
Σ		1549	2291		Σ	1476	1892
MEAN		55.32	81.82		MEAN	52.71	67.57
MEDIAN		53.5	80		MEDIAN	56	66
MODE		76	76		MODE	56	69
MAX		85	94		MAX	67	89
MIN		28	60		MIN	22	56
STDEV		16.59	7.64		STDEV	11.28	7.86

Collaborative Writing to Students' Skill Determine of Grammatical-Stylistic-Mechanical-Judgment and Organizing Idea

Collaborative writing gave influenced to students' writing ability in some aspects , that can follow as:

Increasing of Each Aspect



Influence of Collaborative Writing to Students' Achievement

Related to the scoring table of experiment class was obtained that total scores on pre-test were 1549 than total scores on post-test were 2291 for written test. The highest score (max) was 85 on pre-test and 94 on post-test. The lowest score (min) was 28 on pre-test and 60 on post-test. It can be seen that there was increasing of the students' achievement in writing skill. The increasing of students' achievement was significance that students can fill full standard score for writing.

Related to the scoring table of control class was obtained that total scores on pre-test were 1476 than total scores on post-test were 1892 for written test. The highest score (max) was 67 on pre-test and 89 on post-test. The lowest score (min) was 22 on pre-test and 56 on post-test. It can be seen that there was increasing of the students' achievement in writing skill, but it is not significant progress because students not fill full standard score for writing.

D. Conclusions And Suggestions

Collaborative writing can increase the students' writing ability. It can be seen from the progress of the students' score in pre-test and post-test that was taught by using collaborative writing technique. Through collaborative writing, students are motivated and relaxed during learning process. It is caused by the concept of this technique is emphasized on joyful learning where the learning process makes students have to be more active. It is proposed to help students accomplish the material concept well by themselves so that the teacher learning-centered can be avoided.

Collaborative writing can increase the students' achievement in their writing. Therefore, the application of collaborative writing technique needs to be applied continuously in teaching writing. It is because by using collaborative writing can help the students to establish an enthusiastic in learning process so that the standard of competence of learning process can be achieved.

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